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ABSTRACT

This curriculum resource grew out of a grass roots effort to promote the United Nations Convention on the Rights of the Child through education and political action. Designed primarily for young children and their parents, the curriculum builds on the power of the parent-child relationship to help build a positive self-image for both parent and child. By offering a positive parenting approach, the curriculum has a strong community and societal impact. Based on the idea that by starting with human rights for children, human dignity can be ensured for all, the curriculum resource helps ensure that the youngest members of society and their parents know about children's rights and responsibilities. The curriculum consists of 12 two-hour sessions, each of which follows the same format: the first hour includes parent-child interaction time and a community circle where families gather for songs and information sharing, while the second hour is a planned parent education time where adults focus on the topic in one room while, in another room, the early childhood educator helps the children practice skills for living in a democracy. The curriculum is best suited for children ages three to six. It contains specific activities that are done each session (interaction time, circle time, individual learning time) and enjoyed by children when they are consistently repeated. Appendixes in the curriculum resource include cue cards, a step journal, the universal declaration of human rights, an unofficial summary of the UN convention to the rights of a child, words to songs, and diverse references (songs, books, fingerplays, children's books, and books for adult learning). (BT)

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HUMAN RIGHTS EDUCATION SERIES

Topic Book 2

A CURRICULUM DESIGNED FOR
YOUNG CHILDREN & THEIR PARENTS

A CONTRIBUTION TO THE UNITED
NATIONS DECADE FOR HUMAN
RIGHTS EDUCATION, 1995-2004

RAISING CHILDREN WITH ROOTS, RIGHTS & RESPONSIBILITIES

CELEBRATING THE UN CONVENTION ON THE RIGHTS OF THE CHILD

2

BY LORI DUPONT, JOANNE FOLEY & ANNETTE GAGLIARDI

A PUBLICATION OF *THE HUMAN RIGHTS RESOURCE CENTER* AND *THE STANLEY FOUNDATION*

HUMAN RIGHTS EDUCATION SERIES

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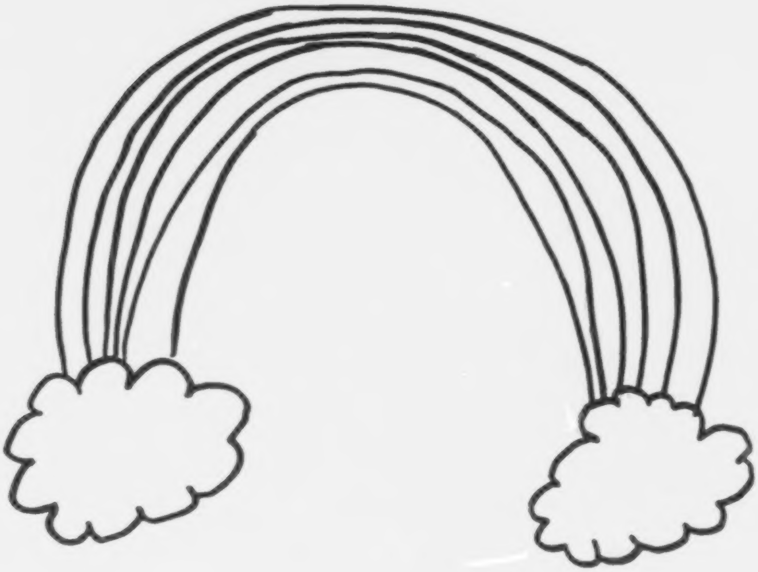
CELEBRATING THE UN CONVENTION ON THE RIGHTS OF THE CHILD

BY **LORI DUPONT, JOANNE FOLEY,** AND **ANNETTE GAGLIARDI**
FOUNDERS OF THE CIRCLE FOR THE CHILD PROJECT

EDITED AND DESIGNED BY **JULIE PENSHORN,** *Co-Director, Growing Communities for Peace*

A PUBLICATION OF *THE HUMAN RIGHTS RESOURCE CENTER* AND *THE STANLEY FOUNDATION*



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Human Rights Resource Center
University of Minnesota
229 - 19th Avenue South, Room 439
Minneapolis, MN 55455
Tel: 1-888-HREDUC8 Fax: 612-625-2011
email: humanrts@tc.umn.edu
http://www.hrusa.org and http://www.umn.edu/humanrts

A contribution to the United Nations Decade for Human Rights Education, 1995-2004

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About the Authors

Lori DuPont: B.A. in Family Life Education and Family Social Service and a licensed Parent Educator. Early Childhood Family Education (ECFE) parent educator from 1987 to 1997. Currently Lori is Family and Consumer Science teacher at Minneapolis Work Opportunity Center, an alternative senior high school.

"Being committed to our youth has always been a part of who I am, both personally and professionally. Never have I seen a single written piece so comprehensively and vividly illustrate what all youth of our world need, until the U.N. Convention on the Rights of the Child. *In solidarity, I am compelled to share this convention with others so that together we can make a difference for our youth."*

The authors, left to right,
Joanne Foley, Annette Gagliardi, and
Lori DuPont

Annette Gagliardi, B.A. in Child Care Occupations, M.Ed. in Adult Education and Early Childhood Education, licensed as an Early Childhood teacher and a Parent Educator. Annette has taught Minneapolis Early Childhood Family Education since 1986.

"I think we all must work together in order to make our world a better place for all children. The Convention on the Rights of the Child *clearly defines my beliefs about how children should be treated worldwide. I want others to know about it and learn from it."*

Joanne Foley, B.A. in Psychology and a licensed Parent Educator. Joanne is a Parent/Infant Specialist and has been a Minneapolis Early Childhood Family Education teacher since 1984.

"I became interested in the rights of children through the Partners in Human Rights Education program. Teaching parents about children's rights and responsibilities fits so well with what we teach in parenting, it just seemed natural for me to get more involved with it and develop a focus on it. It dovetails with my personal spiritual values, too."

> *"In life, many things influence and move us to change, grow, and create. Sometimes forces beyond what we can tangibly see push us onward to places never imagined. Onward we flow into our journey — looking beyond what we see to find what always has been."*
> Lori DuPont

Dedication

This book is lovingly dedicated to our children:
Jesse, Jacob, Rachel, Erica, Marian, Maggie, and Maria
and to the children of the world.
It is also dedicated to the memory of June Carlson.

Acknowledgements

The authors wish to acknowledge and thank the following people for their efforts in the idea, planning, production, and/or advising of this curriculum:

- The Stanley Foundation, especially Joan Winship and Jill Goldesberry for their vision, support and partnership;
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- Partners in Human Rights Education;
- Minnesota Advocates for Human Rights;
- University of Minnesota Human Rights Center;
- United Nation's Association of Minnesota.

Circle for the Child Project

This curriculum grew out of the Circle For The Child Project which was started by the authors in 1995 as a grass roots effort to promote the *United Nations Convention on the Rights of the Child* through education and political action. This Minnesota-based project joins a worldwide effort seeking to ensure human rights for all.

We thank all those who have been involved with this effort, including Walter Enloe, Barbara Frey, Ravi Nambiar, Don Fraser, Mary Eileen Sorenson, Mary Dooley Burns, Angele Passe, Eileen Schrecengost Lund, Caryl Wogensen, Johanna Allayne Ronnei, Melissa Weldon, Gwen Willems and many others. It is our hope that this curriculum will be a catalyst for people coming together in support of children's rights.

Circle For The Child

Introduction

Raising Children With Roots, Rights & Responsibilities is about citizenship. It is about education for problem solving and critical thinking. It is about building moral and ethical character and increasing self-esteem and self-confidence in children and families. It is about empowerment and responsibility. It is about education for democracy.

This curriculum builds on the power of the parent-child relationship. It helps to build a positive self-image for both the parent* and the child. By offering a positive parenting approach, it has community and societal impact. It calls for human dignity for everyone and gives concrete, distinct examples of what that looks like. This curriculum calls us to action.

The fight for human dignity has been fought throughout the history of the human race. It is revealed in small, everyday rebellions by children against their parents or by workers against their bosses. It has been revealed in tremendous battles by slaves and freemen against slave holders and ethnic groups against their dominators. No list of these struggles could possibly reflect how intensely humans are willing to struggle for their human rights.

> ***"There is one thing stronger than all the armies of the world; and that is an idea whose time has come."***
>
> **Victor Hugo**

By starting with human rights for children, we help ensure human dignity for all. To educate for democracy, to educate for citizenship in that democracy, to teach children problem solving, negotiation, critical thinking and sharing skills, *is* to promote human dignity. When we teach about human dignity in the form of rights and responsibilities, we are taking active steps against crime and violence. In a democratic society, each citizen is important for making decisions, for providing for the good of all, and for ensuring the rights we all enjoy. When one person is not contributing, not only are his or her ideas and insights lost, but he or she may experience a disenfranchisement that can seem to justify actions that hurt the whole.

Our children are not born with the skills for active involvement in a democratic society. We, as adult citizens, must carefully consider what we and others do to convey healthy values that support and preserve our precious democracy. There is a window of opportunity for educating children and their parents when children are young. The children are willing learners, and often their parents are more interested in improving their parenting skills at this time than they are later in their children's lives.

By teaching this curriculum, you are helping ensure that the youngest members of our society and their parents know about children's rights — and their responsibilities. You are making a contribution to today and tomorrow, when the children you have taught make their contributions as adult citizens. These grown children can now parent their children in respectful, democratic ways, giving them the roots they need to stand up as responsible citizens and defenders of human rights.

*The word "parent" is intended to include anyone in the role of guardian or caregiver for a child.

This curriculum helps parents advance their skills for building trust, respecting children's rights, encouraging empowerment, fostering children's sense of responsibility, and helping children develop the skills for workingand playing with others fairly. With this strong focus and intentional effort, children can move toward understanding and protecting their own rights and the rights of others, and developing to their full potential as responsible citizens.

You, as the facilitator and teacher, become a role model for parents and children by helping them become aware of human rights and how we protect them. We suggest you read the sessions in advance and become familiar with the books in the bibliographies. Do some deep thinking and reflection to assess your experience with human rights. You will benefit from working together with a buddy or a whole staff so you can support and discuss with each other. You are an important role model for both parents and young children.

> ***"Education must not simply teach work. . . it must teach life."***
>
> **W. E. B. DuBois**

So often in today's world and national news we hear people lament about their condition of life. Frequently they stay imbedded in their conditions and perpetuate a culture of victimization. When parents learn they have a right, indeed a responsibility to speak out against injustice — whether it is directed at them or others — social change happens. Using this curriculum, you will help adults make changes. You will help empower them as role models, so they may practice democracy in their home. You will help them see the varied sides of issues, ask questions and get involved. They will have more capacity for and more interest in protecting not only the rights of the children in their household, but the rights of other children.

How and why do we educate preschoolers for democracy? Don't these things come up later in their education? Our answer is this: Educating for democracy is a lifelong process. At every developmental stage this type of education takes a different shape in order to fit the needs of the learner. But, at every age, educating for democracy is about roots, rights and responsibilities.

All sessions are designed to provide experience with the following:

1) Building Trust/Roots: Creating a safe environment helps children build trust and enables them to think and act independently. Knowing that they are loved and they belong, children can learn and try out the behaviors of their role models as well as experiment with other behaviors. Developing rules with their family, class, or other community group helps children develop trust that their opinions matter. When they see that everyone follows the rules, they develop trust that all will be safe. Children develop deep, healthy roots when they spend time in safe places.

2) Respecting Rights: Assisting children to learn about and to understand their rights and the rights of others through turn taking, sharing and promoting empathy helps children learn to see other points of view. When we help children speak up for what they need and express their opinion, we are promoting democracy. When children learn about what other children might be feeling or thinking, they begin to think of the world as larger than themselves. Children are then more sensitive to others' cues and needs and eventually able to take another person's perspective. Viewing others more empathically helps children recognize that each of us has the right to be safe, to learn, to play, and to make friends. Honoring these human rights encourages children to make responsible behavioral choices.

3) Developing Responsibility: Responsibility is an empowering word. Taking responsibility empowers people to have a say in their own lives. Helping children recognize their capability to choose what they want to do fosters a sense of mastery and competence, which, in turn, makes them feel worthy of participating in community life. When children feel a part of the community — that they belong — they are more willing to make responsible choices.

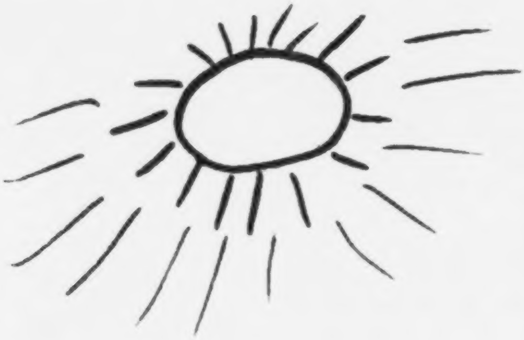
When children learn to make decisions and consider the consequences of their actions, they make better choices — choices with fewer negative results. Children who learn problem-solving strategies, negotiation skills, peaceful play, and cooperation are more likely to analyze and make choices that are good for themselves *and others.* When children pick up after themselves, take turns, work out problems, share, or help someone, they are showing responsibility and thus benefitting themselves and the whole community. When children pour their own juice, decide about what toy they want to use, what activity they want to do, what they want to wear, or what they want to eat, they are showing responsibility. In a cooperative-interaction setting the emphasis is on everyone taking responsibility for their part of working together, so the group can accomplish mutual goals for the common good.

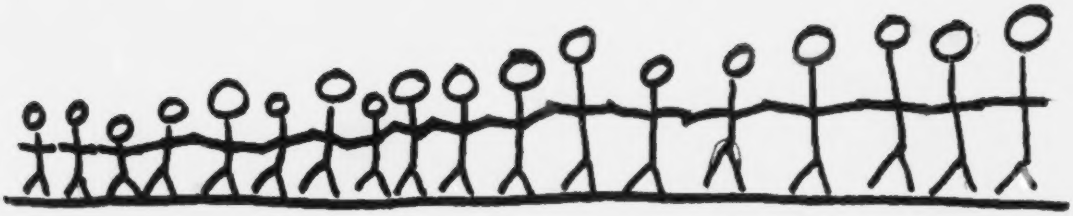
> ***"Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."***
>
> **Lord Brougham**

Raising Children With Roots, Rights & Responsibilities is more than a curriculum. It is not finished when the last session meets. This class is merely an impetus for a new beginning in living with a human rights focus. We want parents and participating staff members to learn how powerful each person can be when contributing to a democracy. We hope participants become more empowered to write letters, protest, and stand up for the human rights of themselves and others in compassionate, peacemaking ways. This curriculum is intended only to supply the priming for the pump of human rights activism. This activism begins during the 12 weeks of classes, but continues for weeks, years, and even lifetimes. We hope adults, now empowered and committed to human rights for children will "Go forth and multiply!"

CURRICULUM OVERVIEW

> *The Convention on the Rights of the Child, and those who work for its passage are creating a social revolution. It is a peaceful revolution.*
>
> The Authors





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Curriculum Components

Raising Children With Roots, Rights & Responsibilities is designed for two-hour sessions. Each session follows the same time format: The first hour includes parent-child interaction time and a community circle where families gather for songs and information sharing. The second hour is a planned parent education time where adults focus on the topic in one room, while the early childhood educator helps the children practice skills for living in a democracy in another room.

The curriculum can be adapted to any setting where families gather to learn. Such groups as Early Childhood Family Education (ECFE), parenting classes, child care centers, family child care homes, faith communities, YMCA/YWCA programs, Scouts/campfire groups, neighborhood and play groups, community schools, after school programs, and home schoolers can use this curriculum.

This curriculum is best suited for children ages three to six, their parents and educators. Children younger than three can attend and will enjoy the activities. A "T" designates the activities that are age-appropriate for toddlers (as well as preschoolers). Where parent participation is low, this curriculum can be used by sending letters home with the children as they complete each session.

You may find some sessions have more information than you can cover in one session. Choose the portions that seem most relevant to your group, or, if you have time, plan to spend two sessions or more on each topic. As you choose what to include, take note that we think the most important part of the parent education component is the discussion about human rights.

Component Format

Specific activities which are done each session (interaction time, circle times, individual learning time) are enjoyed by children when they are consistently repeated, week after week. This predictability helps young children mentally and emotionally prepare for the transitions.

Each session contains the following components:

Greeting	5 minutes
Parent/Child Interaction Activities	30 to 60 minutes
Community Circle	15 to 25 minutes
Separate Learning Time	40 to 60 minutes

1. *Children's Guided Play (50 - 60 minutes) and Learning Circle*
2. *Adult Education (40 - 60 minutes)*

COMPONENT I - *THE GREETING* - 5 Minutes

One staff member has the specific assignment of greeting the families, showing them where to put coats and bags, and handling logistics, like location of the rest rooms and making sure each person puts on a name tag. A friendly, warm reception will role model respect and care, and set the tone for the session. Some people may feel uncomfortable coming to class. It may be their first parenting class, or it may be the children's first out-of-the-home educational experience. They may be unsure about the content or worried about their child's behavior. The greeting time helps everyone relax and mentally prepare to enjoy their time together.

COMPONENT II - *INTERACTIVE ACTIVITIES* - 30 to 60 minutes

Each session provides parent and child activities designed to build positive relationships between adults and children and among families. The activities are an age-appropriate way for children to experience hands-on learning about human rights concepts. In these cooperative activities, children and parents recognize and appreciate simple family pleasures (time together, working, playing, having fun, creating, exploring). They also learn about and practice sharing, cooperative play, imagining, making friends, and treating others with respect. They move toward empowerment as they self-select activities. These activities are intentionally designed to be done by a parent and child together. Staff may wish to enter this interaction where there is more than one child in a family.

> *"To learn is to change; and to change can be both exhilarating and wrenching."*
>
> Tom Peters and Nancy Austin, *A Passion for Excellence*

A "free choice" approach for these activities provides families a chance to spend a little or a lot of time on each activity and to choose to do only one activity or all of them. Each activity has an information sheet (table tent or cue card) to be read by parents when doing the activity. This card helps parents understand why they are doing the activity and provides questions for them to ask their child(ren). You may wish to copy these out of the book and then laminate them or place them on construction paper for easy visibility and safe storage between sessions of this class. Carefully protected, these cue cards can last for years.

COMPONENT III - *COMMUNITY CIRCLE* -10 to 20 minutes

Expanding on the cooperative interaction activities of the first component, Community Circle time combines active, age-appropriate songs, games, and concepts with group participation. Preschool readiness skills are encouraged. Children observe, listen, participate, and practice. The 10 to 20 minute group time focuses on one particular concept or human right and the corresponding responsibility, reinforcing cooperation and respect within each group circle. This component encourages physical closeness (when children sit on their parents' laps or hold their parents' hands) and for social interaction through songs, finger plays, and circle games.

physical closeness (when children sit on their parents' laps or hold their parents' hands) and for social interaction through songs, finger plays, and circle games.

COMPONENT IV - *SEPARATE LEARNING TIME* - 40 to 60 minutes

The fourth component provides separate learning time for adults and children.

Children's Guided Play and Children's Learning Circle
Children remain in the early childhood room with the children's teacher and any assistants. A guided play preschool routine is provided for them which includes: free choice time, snack, and large muscle time. You will need a setting with a children's play area and access to professionals to help guide the children's play.

The **Children's Learning Circle** lasts from 10 to 20 minutes (depending on the children's attention span). You may choose to gather the children on the circle near the end of your time together, just before the parents return to get them. This timing is useful for—

- pulling children together to prepare for meeting their parent;
- reviewing songs learned in the previous circle;
- providing an opportunity to review and summarize the day's topic;
- giving children a chance to learn interaction skills they will need in school;
- providing an opportunity for children to honor each other's rights and feel their own are honored.

The **Children's Learning Circle format** is as follows:

1. Invite children to circle (use the same song each week);
2. Review some or all of the songs done earlier in the circle with parents and children together;
3. Familiarize children with their rights and responsibilities for the session and initiate a discussion about them, and/or read a book to the children;
4. End with the same song each week, such as, "If You're Happy and You Know It," or "This Little Light of Mine."

Parent Education
Parents spend their time discussing and thinking about the *United Nations Convention on the Rights of the Child*, and its implications for parenting and participating in community life. The facilitator relates the importance and meaning of parent-child interaction activities and what the children are learning from the day's topic. Handouts that are used only in one session are provided at the end of that session. Handouts that are referred to over and over are provided in the Appendices.

Parents explore such topics as: "How does this information impact your parenting? What might you do differently now that you have this information? What are some of your current parenting strategies that are being confirmed?" The facilitator avoids setting up some parents as "models" for the others. This may create a tone of competition which will reduce the effectiveness of the dialogue.

An important part of the parent curriculum is the **Action Steps**, which are included in each parent session. They include family, neighborhood/community, and larger social/political actions people can take related to the topic. Parents work on their *Human Rights Action Steps Journal*. This is a handout provided in the first session.

You may wish to break the sequence and spend one out of three weeks exclusively on Action Steps — discussing strategies and reporting on actions. This provides an opportunity to stop and take a look at the bigger picture, as opposed to the specific articles that are discussed during individual sessions. Participants can complete action steps outside of class and report on their activities during sessions. They are encouraged to keep a record of their efforts and changes in their *Human Rights Action Steps Journal*.

The entire session ends when parents conclude their discussion and rejoin the children in the early childhood classroom. You may wish to briefly gather everyone for a short closing song, but since the adults and the children have both had closure in their separate learning times, this is not necessary. Saying good-bye and helping facilitate the transition is important.

Teacher Tips:

- Provide each family with a folder for the handouts or use a folder with pockets to hold the *Human Rights Action Steps Journal* and the handouts.
- Keep a supply of each week's handouts in a file in the classroom so individuals who have missed a week can get them when they attend.
- Have extra copies of the *Summary of the U.N. Convention on the Rights of the Child* on hand so people can use them if they forget their copy from week to week.
- Speaking to or touching children on the shoulder reminds them that a circle time will begin soon (this may be the *Community Circle* with parents and children together, or it may be the *Children's Learning Circle* with children alone). After connecting with each child, the teacher begins a song. Singing the same song each week helps children make the transition to the circle.
- Note that we use food items in the sensory table. If you have objections to the use of food, please substitute with colored rocks or blocks.
- *Human Rights Action Step Journals* are needed for each adult. See Appendix C.

CURRICULUM GOALS AND OUTCOMES

GOAL 1:

To promote understanding of human rights and the *United Nations Convention on the Rights of the Child*

Session #	Outcomes
# 1	Develop a familiarity with the *U.N. Convention on the Rights of the Child.*
# 2	Visualize the *Convention* as a document of truth and hope for our world.
# 3	Celebrate and discuss the definition of "equity."
# 4	Understand the definition of nationality and how it applies to participants.
# 5	Recognize the right of every child to an optimal standard of living.
# 6	Recognize the right to access health and medical services including primary and preventative care.
#10	Understand what the *Convention* states with regard to neglect, cruelty, and exploitation of children.
#10	Become aware of human rights violations around the world.
#12	Review the condensed rights of the *Convention on the Rights of the Child.*

GOAL 2:

To understand the individual's rights and responsibilities with regard to the *United Nations Convention on the Rights of the Child*

Session #	Outcomes
# 2	Explore the development of children's fullest potential and optimal health.
# 4	Understand the application of the *Convention* to one's own family life.
# 5 & 10	Identify difference between child labor and household chores, punishment and discipline, love and exploitation.
# 8	Recognize the right of every child to education.
# 8	Understand our responsibility in supporting education for all.
# 9	Recognize the right of every child to have opportunities to play and make friends.
#10	Understand what the *Convention* states in regard to neglect, cruelty, and exploitation.
#10	Become aware of current U.S. protective measures against child labor, neglect, and cruelty.
#12	Understand the *Convention* with respect to the best interests of children and parents' role in providing for the best interests of their children.
#12	Review various aspects of the *Convention.*

GOAL 3:

To promote family empowerment and encourage commitment to the *United Nations Convention on the Rights of the Child*

Session #	**Outcomes**
#8 - 12	Develop skills to work in ways that help end violence in our society and the world.
# 6	Learn how and when to advocate for children with special needs.
# 9	Understand the value of play for a child's development and practice playing together.
#11	Learn about caring for children and how people in communities help through agencies, communities of faith, and other groups.
#11	Learn peaceful ways to solve problems.

GOAL 4:

To promote citizenship, social skills, and skills for democratic living in our children

Session #	**Outcomes**
# 4	Further develop children's self-concept based on nationality, race, ethnicity, gender, and life role.
# 6	Become aware of the challenges that face individuals who are disabled.
# 6	Participate in nurturing activities that encourage care-giving of individuals with disabilities.
# 2 - 12	Promote problem solving, critical-thinking skills, and resourcefulness through classroom activities and discussion.
# 7	Understand the importance of children learning and expressing their feelings and how this relates to protecting children.
# 9	Share games associated with one's own culture and learn new games from others.
#12	Celebrate our learning and growth.

SESSIONS FOR ADULTS AND CHILDREN

Washing our hands of the conflict between the powerful and the powerless means to side with the powerful.

Paulo Freire, Pedagogy of the Oppressed

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SHARING A VISION — SESSION 1

Roots: Parents, communities, and government that work for and support human rights for children provide "an atmosphere of happiness, love and understanding" in the home. They help develop a safe community and nation, and an atmosphere that supports the spirit of the ideals proclaimed in the *United Nations Convention on the Rights of the Child,* particularly a "spirit of peace, dignity, tolerance, freedom, equality and solidarity" (*Preamble* of the *Convention on the Rights of the Child*).

Rights: Children have the right —
- to be loved and protected and to be treated with care and respect;
- to experience a sense of belonging and safety in their family, community, and nation;
- to express their opinions and ideas.

Responsibilities: Children are responsible for —
- treating others as they would like to be treated;
- respecting others' opinions and ideas;
- keeping agreements about rules.

Session Outcomes

Children —
* become familiar with the group and classroom routine;
* experience cooperative activities and have fun;
* gain an initial understanding that all peoples of the Earth are connected and we are all responsible for treating others with care and respect;
* are introduced to the words "human right" and "responsibility."

Parents —
* are introduced to the concept of human rights and the *United Nations Convention on the Rights of the Child* in a fun and captivating way;
* think about their hopes and dreams for their children in the context of human rights;
* gain an overview of the class and fill out the beginning survey.

Materials needed:

Interactive Activities
* Primary colored construction paper strips (at least 1 foot long, by about 5 inches), magic markers, glitter, and other art supplies;
* Coffee filters;
* Food coloring in primary colors and baby food jars;
* Eye droppers;
* Fan for bubbles;
* 1/3 cup sugar, 1 cup cornstarch, freezer zipper bags, food colors.

Children's Learning Circle
* Easel with paper and markers.

Parent Education
* Parent Education **Handouts PE #1a through #1d;**
* Copies of the *Human Rights Action Step Journal* for each parent/family and the teacher (from Appendix C, page 118);
* Copies of the *Summary of the U.N. Convention on the Rights of the Child* from Appendix A, page 100);
* Audiotape player and music for "The Rainbow Connection";
* Materials parents can use to decorate their *Human Rights Action Step Journals;*
* Easel with paper and markers.

GREETING

Greet each person as they come in. Make sure everyone gets a name tag. First names are fine.

PARENT/CHILD INTERACTIVE ACTIVITIES

For each interactive activity there is a parent information/activity cue card in Appendix B. Copy the cue cards for this session, then cut them apart. You may want to use an enlarging copier to make them easier for participants to read. Place each cue card in a visible area near the activity on the wall or make them into table tents.

1. FAMILY RAINBOW CHAINS (CREATIVE EXPRESSION)

People are all connected with each other — the chain is a symbol of the connections we have with each other, as individuals and as a family, with the world.

- Each person decorates a strip of construction paper to represent him or herself. It becomes a link in the chain. If there are family members missing, encourage families to make a strip for each missing member, too. Strips are then stapled together to make a colorful chain representing each family.
- Parents write affirmations on each strip for each child in the family. Parents also can write affirmations from children to others in the family.

2. EYE DROPPER ART (CREATIVE EXPRESSION, ART) *T

We live in families and communities, and we mix and blend with other people all the time. When we mix with other people we can make something interesting and beautiful.

- Place coffee filters, baby food jars with food coloring in them, and eye droppers on a water proof cloth or a tray.
- Have participants use the eye droppers to drop different colors onto the coffee filters. They blend to create new colors.

3. RAINBOW STEW (SENSORY) *T

- Parents and children move a multi-colored gel solution around in a zippered bag to create new colors.

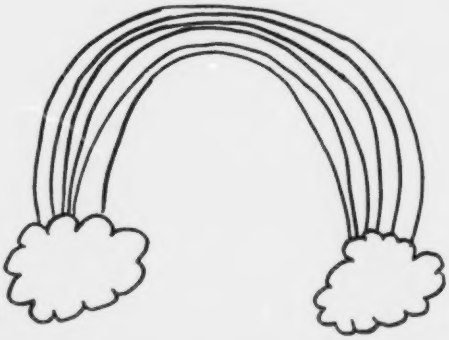
Rainbows are symbolic of people coming together, of hope, of promise, and of dreams coming true.

RAINBOW STEW RECIPE

Make this recipe ahead of time.

Ingredients:

- 1/3 cup sugar
- 1 cup cornstarch
- 4 cups water
- freezer zip lock bags
- masking or duct tape



In a heavy saucepan cook sugar, cornstarch and water until it thickens to a mashed potato consistency. Divide into thirds and color each third a primary color with food coloring (red, yellow, blue). Either the teachers or the families themselves then put a spoonful of each color in a plastic zippered bag (so you have three colors in each bag) and remove as much air as possible. Zip shut and secure with tape. No refrigeration is necessary. Do not freeze.

4. PRISMS (SCIENCE)

Rainbows remind us of the mystery and wonder of the world around us. Each color comes from the same source, yet it is unique. Human beings are also unique in our appearance, skin color, thoughts, feelings, and ways of living, but there's room for all of us!

- Use prisms by a window on a sunny day. Help children (and adults) notice the rainbows made by the sun flowing through the prisms.
- Encourage them to discuss why this happens. Spin the prisms slowly to move their rainbows around the room. Help the children "chase" the rainbows and try to step on the rainbows that lie on the floor. When they step on a color, the color touches them. Then they can then see how the color of the light mixes with their own skin or clothing color to create something new and interesting.

5. COOPERATIVE RAINBOW (CREATIVE EXPRESSION)

This activity reminds us that sometimes it takes a lot of helping hands to make our dreams come true.

- Trace a light outline of a rainbow in several sections on the large paper.
- Ask people to paint their hands and make hand prints on the paper.
- The finished product should look like a rainbow of hands.

6. BUBBLES (SMALL MUSCLE, SENSORY AND SCIENCE) *T

Bubbles are symbols of fleeting moments of wonder in the world around us.

- Families will blow bubbles and catch them in the air together. Can you find the rainbow in each bubble?

7. BOOK CORNER (LANGUAGE)

Reading together promotes reading readiness skills, learning to read, and enjoyment of books along with the concepts of beginning, middle, and end. When parents read to their children, both gain the power to learn more about themselves and the world.

- Parents and children choose a book to read together.

  - *It Takes a Village*, by Jane Cowen-Fletcher
  - *Dreamcatcher*, by Audrey Osofsky
  - *Brown Bear, Brown Bear, What Do You See?* by Bill Martin *T
  - *The Giving Tree*, by Shel Silverstein
  - *I Love My Mommy Because...* by Laurel Porter-Gaylord
  - *Planting A Rainbow*, by Lois Ehlert

COMMUNITY CIRCLE

Preparation: This Community Circle symbolizes meeting and connecting with the people around us. Families need their family rainbow chain. Ask them to place their chains behind their family on the circle.

1. **Transition:** Help the children make the transition to the Community Circle by speaking to them, touching them on the shoulder and singing a gathering song. A good gathering song is: "The More We Get Together." (See Appendix E, page 129, for words to songs.)
2. Teacher says something like, "Welcome! I'm so happy to see each of you here! We're going to make this a caring and welcoming place where we respect each other. Are you ready to start? Great! Let's begin by getting to know each other! Please turn to your neighbor and introduce yourself. We introduce ourselves to show we care about people and want to respect them by using their names when we talk to them. Now turn and introduce yourselves to the family on the other side of you. Thank you."

3. You may want to sing a song about shaking hands or meeting people. One suggestion is "Shake Hands With Friends," by Ella Jenkins.

4. **Family Rainbow Chain**
"Let's pick up our own family rainbow chain that we made together today. Our family rainbow chain symbolizes how connected our family is to each of the people in the family, and how important each member of the family is. Each of us has the responsibility to take care of ourselves and our family and hold our family rainbow chain very carefully so each person, represented by each beautiful color, can make a contribution to the world. Holding it carefully, let's walk in a circle singing this song to the tune of 'Row, Row, Row Your Boat.'"

SPECIAL IS EACH ONE

Special is each one, every color too
Together we celebrate me and you,
Celebrate me and you.

5. "Now let's hold our family chains out in front of our family and put the ends together with the family next to us, so all the family chains are touching. Look! We are making one big circle! Look how some of the other families have some of the same colors in their rainbow as you have in yours! That's because there are lots of things that are the same in the world for each and every family. Every family needs to be safe. Everyone in the family needs love! In fact, every family has the *right* to have these things and the *responsibility* to help themselves and others have these things."

6. **Circle for the Children**
Children go inside the rainbow circle while adults make a circle for the children by holding the paper chains. Sing, "The More We Get Together" or another loving song while adults walk around the circle. Tell the parents and children "We are honoring your right to be loved by sending thoughts of love to each child."

7. "I really enjoy getting to know other people. Thank you for sharing today. Every time you come, we'll do activities and sing songs all together, like we just did. In a few minutes the adults will go together to a nearby room to do their work. The children will stay here and play and learn together." (If you wish, repeat one of the two songs as a closing and then transition to the next component.)

Additional songs

"The Rainbow Connection" with Kermit the Frog from the audiotape *The Muppet Movie*;
"Somewhere Over the Rainbow"
"Twinkle, Twinkle Little Star"
"I Think You're Wonderful."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 1

1. Call children to the Learning Circle near the end of your time with them.

2. Sing one of the songs you did in the Community Circle with children and parents.

3. Ask children if they have heard of a "human right." Explain that a human right is something everybody should have. Write "Humān Right" at the top of the easel paper.

4. Ask children if they have heard of a "responsibility." Explain that a responsibility is something that comes with a right. Write "Responsibility" half way down the paper.

5. Ask children: "What rights do we have? What responsibilities go with them?" Write their responses on the paper in the appropriate section.

   Some rights children have are: the right to be loved and protected and the right to experience a sense of belonging and safety in their family. With those rights goes the responsibility to treat others as they would like to be treated. Children have the right to express their opinions and ideas. Children also are responsible for respecting others' opinions and ideas and keeping agreements about rules.

Suggested Additional Songs: "Love is Something if You Give it Away," a traditional folk song, "The Sharing Song," found in Raffi *Singable Songbook.*

Parent Education — Session 1

Preparation: Write "Sharing a Vision for Children," the topic title, on chart paper or chalkboard. Have the music to "The Rainbow Connection" playing while parents are coming in. Distribute *The Rainbow Connection* **(Handout PE #1a)**.

1. **Greeting and introductions:** Welcome parents and ask parents to introduce themselves and their child. Briefly explain the components of the class and the time line.

2. **Survey:** Distribute *Beginning Survey* **(Handout PE #1b)** and pencils. Ask participants to quickly fill them out. Collect the surveys and save for Session #6.

3. **Discussion:**
   - What did you notice while listening to and reading the words of "The Rainbow Connection"? *Focus on general feelings generated by the music: tone, rhythm, words, and so on. List responses on chart paper. Invite parents to take turns by going around the circle/table.*

   - What specific messages or ideas are being put forth? What are your reactions? *Parents interpret what the song writer was trying to convey and how they reacted to that message. List all responses on chart paper.*

   - What consequences might this message lead to for you? For your child? Why? *Parents think about potential consequences of following their dreams or encouraging their children to follow their dreams. Chart their responses.*

   - Under what conditions might these consequences or actions be more or less likely to occur? *Parents identify situations that provide a climate for children to follow their dreams.*

   - Optimal conditions: Are there certain kinds of conditions in which children will more likely grow up to be the person they dream about being? What are those optimal conditions?

4. **Read/paraphrase the following:**
   "We are not the first group of parents or adults to consider what constitutes optimal living conditions for children. This parent/child (family) series of sessions is designed to help us learn more about realizing a vision for all children. Today and over the next 11 sessions we will look at a document that identifies basic conditions for positive growth toward personal fulfillment for all children. That document is the *United Nations Convention on the Rights of the Child.*" Distribute the *Summary of the U.N. Convention On The Rights of the Child* **(Appendix A, page 100).** Give participants a few minutes to skim it. Ask them to bring it with them each week.

5. **Discussion:**
   a. Name some of the human rights for children (in the *Convention*) that we identified in our

earlier discussion on optimal conditions. Did we miss many?

b. Are American children currently in possession of these rights?
c. What is the benefit or value of having this convention? For your child? For a parent? For a community? For our nation and others?
d. Describe a difficulty or concern you might anticipate with using this document at any one of these levels: family, community, larger society.

6. **Handouts:** Ask participants to now look at *All Children Have Rights and Responsibilities* **(Handout PE #1d).** Ask for comments. Give participants time to look over this handout. The rights and responsibilities listed are those covered in this program.

   Next give participants their *Human Rights Action Step Journal* **(Handout Appendix C, beginning on page 118).** Encourage participants to draw on/design their cover while you continue as below.

   Explain: "This journal has copies of the action steps for each week. It also has blank paper for you to write down things you've done or ideas you have for actions you'd like to do. This journal is to prompt us each week to think about what action steps we can do in order to obtain our vision. What can each of us do differently? Will our parenting change? How will we respond to our children as a result of today's discussion? Are there things we might do differently in our community?"

7. **Closing comments:** "We are teaching this *Roots, Rights, & Responsibilities* program because we believe that children are more likely to reach their fullest potential when their basic human rights are guaranteed, and because of their vulnerability, special protections and care are assured to them. We believe a healthy society depends on access to these rights and protections for all children.

8. Distribute *Curriculum Overview* **(Handout PE #1c).** "As you can see from our syllabus, we have many interesting discussions planned for the next few weeks."

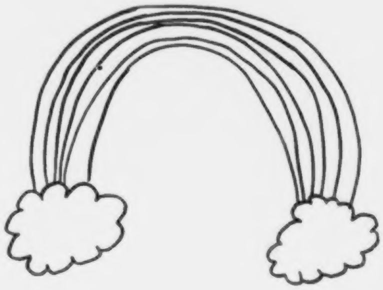
9. **Assignments:**
   "Next week we will discuss action steps you've taken. Then we will create a *Human Rights Agreement* and continue discussing human rights and children.

   "Also for next week, go through your magazines, newspapers, and news reports and save, or write in your journal about, those articles or reports which are dealing with your child's roots, rights, or responsibilities. We will share them with each other at the beginning of the next session. Also, chat with your child about what a right and a responsibility are. Today they began to learn about how rights and responsibilities go together. Please bring your *Action Step Journal* and *The United Nations Convention on the Rights of the Child* with you each week."

Parent Education and Early Childhood Handout #1a

The Rainbow Connection

Words & music by Paul Williams & Kenny Ascher, © 1979 Welbeck Music Corp., c/o ATV Music Group, 6255 Sunset Boulevard, Los Angeles, CA 90028. Used by permission.



Why are there so many songs about rainbows
And what's on the other side?
Rainbows are visions but only illusions
And rainbows have nothing to hide.

So we've been told
And some choose to believe it,
I know they're wrong, wait and see.
Someday we'll find it, the rainbow connection
The lovers, the dreamers and me.

Who said that every wish
Would be heard and answered
When wished on the morning star.
Somebody thought of that
And someone believed it
Look what it's done so far. . .

What's so amazing that keeps us star gazing
And what do we think we might see?
Someday we'll find it, the rainbow connection,
The lovers, the dreamers and me.

All of us under its spell.
We know that it's probably magic.
Have you been half asleep
And have you heard voices?
I've heard them calling my name
Is this the sweet sound
That calls the young sailors?
The voice might be one and the same.
I've heard it too many times to ignore it
It's something that I'm s'posed to be. . .

Someday we'll find it, the rainbow connection
The lovers, the dreamers and me.

La da da de da da do
The lovers, the dreamers and me.

Parent Education — Handout #1b

Beginning Survey

1. What are human rights?

2. How does having human rights affect family life?

3. What are your feelings about children having rights?

4. What do you know about the *United Nations Convention on the Rights of the Child (CRC)*?

5. Name a basic human right that your child has.

6. What do you feel is your responsibility in maintaining rights for your child?

7. Have you ever thought about advocating for basic human rights in your community, state, or country?

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout # 1c
Curriculum Overview

CONTENT OF SESSIONS

Class Topic	Articles to be Covered	Parent Education
1. Rainbow Roots: Human Dignity	*Whole Convention* focus on preamble	Dream stories
2. Whole child development	3, 18, 29	Child development
3. Equality and equity	2, 30	Equality and equity Definitions and discussion
4. Name and nationality	7, 8,	Name and nationality
5. Adequate standard of living	4, 6, 24, 26, 27	Providing an adequate standard of living
6. Special care when needed	20, 21, 22, 23, 25, 39, 40	What/when is special care needed? Providing for it
7. Understanding, protection, and feelings	3, 5, 18, 9, 10	Learning and expressing feelings; safety agencies
8. Education and curriculum What curriculum should be taught?	28, 29, 17, 18	Rights and responsibilities of and to education
9. Play, recreation, and cultural expression and celebration	17, 31	Development and culture of play
10. Protection from abuse, neglect cruelty, exploitation	11, 19, 32,33, 34, 35, 36, 37, 38	Protection of children from abuses of society
11. Spirit of tolerance, peace, and humanity	12, 13, 14, 15, 16	Expression, association, thought, conscience, and religious freedoms
12. Summary and review Completion certificates	*Whole Convention*	Summary and review

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout # 1d

All Children Have Rights and Responsibilities

Roots	*Rights*	*Responsibilities*
Session 1 Parents, communities, and governments who work for and support human rights for children provide "an atmosphere of happiness, love and understanding" in the home. They provide a "spirit of peace, dignity, tolerance, freedom, equality and solidarity" (from the *Preamble* of the *Convention on the Rights of the Child*).	Children have the right to be loved and protected and to be treated with care and respect, to experience a sense of belonging and safety in their family, community, and nation, to express their opinions and ideas.	Children are responsible for treating others as they would like to be treated, respecting others' opinions and ideas, and keeping agreements about rules.
Session 2 Parents, communities, and governments who work for and support human rights for children support the "best interests of the child." They model respect for human rights and fundamental freedoms. They prepare the child for "life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples." Governments assist parents when necessary, and ensure that children have adequate care when parents or others charged with that responsibility, don't provide it (CRC Articles 3,18,29).	Children have the right to develop physically, mentally, socially, and spiritually in a healthy manner.	Children are responsible for caring for their bodies, minds, and spirits in a healthy manner.
Session 3 Parents, communities, and governments who work for and support human rights for children practice applying human rights in their daily lives to the children in their care, and work to have equal rights honored for all children, without exception (CRC Articles 2, 30).	Children have the right to equality, regardless of race, color, gender, religion, opinion, nationality, or ethnic heritage, and to learn about and express/celebrate their culture and/or ethnic heritage.	Children are responsible for treating others as they would like to be treated and for honoring agreements.
Session 4 Parents, communities, and governments who work for and support human rights for children provide ethnic and national knowledge and roots for their children. They name their child and help him or her acquire a sense of belonging in their family, nation, and world. Through this belonging, their children become invested in the positive development of their family and nation (CRC Articles 7, 8).	Children have the right to a name and to a nationality.	Children are responsible for respecting the rights of those who live in other countries and who are *from* different countries, and working toward the positive development of their nation.
Session 5 Parents, communities, and governments who work for and support human rights for children recognize that every child needs adult and societal support to survive and to achieve an adequate standard of living, including adequate food and housing, access to health and medical services, and health awareness and education (CRC Articles 6, 24, 27).	Children have the right to life, to an adequate standard of living, to education about their health, and to health care.	Children are responsible for eating what is provided, taking care of the home, their clothing, and themselves.

Roots	*Rights*	*Responsibilities*
Session 6 Parents, communities, and governments who work for and support human rights for children, take special care to support and protect those children with special challenges, such as disabilities, psychological trauma, and/or refugee status, and also work to protect the best interests of adopted and foster children (CRC Articles 20-25, 39-40).	Children have the right to special care and protection when needed.	Children are responsible for helping provide special care and consideration for others who need it and helping to advocate for others' needs in achieving self-reliance and a full and decent life.
Session 7 Parents, communities, and governments who work for and support human rights for children provide love and care in their environment and help the child learn that he or she is valuable (CRC Articles 3, 5, 9, 10, 18).	Children have the right to care, protection, and guidance that is in their best interest and takes into consideration their evolving capacities, and to receive the love and care of adults.	Children are responsible for loving and nurturing others, understanding others as best able, and learning about and expressing feelings.
Session 8 Parents, communities, and governments who work for and support human rights for children provide free and compulsory education for every child, aimed at developing the child's personality, talents and mental and physical abilities to the fullest extent, school discipline that is consistent with the child's rights and dignity, and continuing access to information and lifelong learning (CRC Articles 17, 28, 29).	Children have the right to free and compulsory education, discipline consistent with their rights, dignity, and education that prepares them for an active adult life.	Children are responsible for applying their attention to learning being prepared to benefit self and society; cooperating with teachers, parents and others.
Session 9 Parents, communities, and governments who work for and support human rights for children provide opportunities for children to play and learn about their culture and their family's religion (CRC Articles 30-31).	Children have the right to play and recreation, to cultural expression, to learn about and practice their religion.	Children are responsible for engaging in play and leisure time activities, being tolerant of culturally different recreational and religious activities, respecting others' rights.
Session 10 A state which support human rights for children, provides protection under its laws against any and all forms of neglect, cruelty, and exploitation of children (CRC Articles 11, 19, 32-37).	Children have the right to protection from abuse, inappropriate work, sexual exploitation, torture, and war.	Children are responsible for treating others as they would like to be treated, not hurting others, and acting safely.
Session 11 Parents, communities, and governments that support human rights for children provide an environment of freedoms which include freedom of opinions, thoughts, expressions, conscience, religion and of association (CRC Articles 12-16).	Children have the right to freedom of expression, and to have their opinion taken into account in matters affecting them	Children are responsible for supporting other's freedoms and using their freedoms so they don't infringe on the freedoms or well-being of others.
Session 12 Parents, communities, and governments who work for and support human rights for children make continuous efforts to make the world a better place for their children and their children's children.	All the rights mentioned above and others detailed in *The U.N. Convention on the Rights of the Child.*	Children are responsible for all the above responsibilities.

WHOLE CHILD — SESSION 2

Roots: Parents, communities, and governments that work for and support human rights for children support the "best interests of the child." They promote the "development of the child's personality, talents and mental and physical abilities to their fullest potential" and respect for human rights and fundamental freedoms. They prepare the child for "life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples." Governments provide assistance to parents when necessary and ensure that children have adequate care when parents, or others charged with that responsibility, don't provide it (CRC Articles 3, 18, 29).

Rights: Children have the right to —
- develop physically, mentally, socially, and spiritually in a healthy manner.

Responsibilities: Children are responsible for —
- caring for their bodies, minds, and spirits in a healthy manner.

Session Outcomes

Children —
* experience giving care and receiving care from others;
* practice sharing and taking turns;
* increase their understanding of the importance of all people caring for each other.

Parents —
* understand some applications of the *United Nations Convention on the Rights of the Child* to their life;
* discover and learn about attaining fullest potential;
* explore ways they can support children's learning about rights and responsibilities;
* understand how complete development in social, physical, cognitive, emotional, and spiritual aspects ensures best interests of all children and adults;
* understand the state's role in assisting parents in caring for their children.

Materials needed:

Interactive Activities
* Doll clothes, soapy warm water, washcloths, towels;
* Poster-board, scissors, glue, clear contact paper, a variety of magazine pictures depicting children in various activities;
* White coats, stethoscopes, scale, tape measure, etc.;
* Adaptive equipment, including glasses, crutches, hearing aids, *American Sign Language Finger Spelling Chart*, walkers, wheel chairs;
* White and yellow construction paper cut into daisy petals; markers; glue sticks and brown or green yarn;
* *Janet's Playdough Recipe* ingredients, a saucepan, a wooden spoon, measuring cups;
* Bouquet of daisies for center of the Community Circle and parent area.

Parent Education
* Parent Education **Handouts PE #2a, #2b, #2c;**
* Chart paper and markers or chalkboard and chalk;
* Standard list of classroom rights written on chart paper;
* Pencils, name tags, and markers.

GREETING

Greet each person. Make sure adults and children get a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **WASH DOLLS AND DOLL CLOTHES (SENSORY) *T**

   Washing dolls or doll clothing gives children practice in taking care of their bodies through dressing and keeping clean.

- Parents and children will wash and dry dolls' clothes and/or dolls.

2. **HOMEMADE PUZZLES (MANIPULATIVE, CREATIVE EXPRESSION)**

   The pictures of children doing what children do symbolize the many ways we play and work to develop healthy habits for optimal growth and development.

- Parents and children will create homemade puzzles out of magazine pictures depicting things children do during a day (eating, sleeping, bathing, brushing teeth, visiting the doctor, reading, and so on).
- Create puzzles by gluing magazine pictures onto tag board and covering pictures with contact paper, then cut into puzzle pieces.

3. **HOUSEKEEPING (DRAMATIC PLAY)**

   This role play allows children to try out roles in the health care profession.

- Set up the area for role play with adaptive equipment (glasses, crutches, hearing aides) and health care professional clothing (white coats, stethoscopes, and so on). Include a scale and tape measure to see how children have grown.

4. **GROWING DAISIES (CREATIVE ART, FINE MOTOR SKILLS)**

   The daisy is a symbol of the nurturing that a growing child needs. The blossoms symbolize a person "blooming" with potential.

- Provide paper, daisy petals, yarn for stems, markers, and glue.
- Parents think of what makes a healthy person and write their thoughts along the stem of the daisy they are creating. "Growth" words can be written in the leaves and along the stem. These might be the new accomplishments a child has recently attained. Each family makes its own daisy.

5. **PLAYDOUGH (MANIPULATIVE, SENSORY) *T**

   Provides a time for cooperation, for strengthening small muscles, and for having fun together. Symbolizes unity and wholeness and nurturing each other.

- Parents and children cooperatively experiment with the medium of playdough and produce varied sculptures. Preparation needed. See below.

JANET'S PLAYDOUGH RECIPE

Combine in a sauce pan:
1 cup flour
1/4 cup salt
1 Tablespoon cream of tartar

Stir or whisk in:
1 cup water
1 Tablespoon oil
Food coloring (color darkens as it cooks)

Cook on medium heat until stiff, like mashed potatoes. Add and stir or knead until blended: 1 tablespoon vanilla or vanilla extract. Store in zip-lock bag or tightly covered container. This does not need to be refrigerated.

6. **BOOK CORNER (LANGUAGE)**

Reading together promotes reading readiness skills, learning to read, and enjoyment of books. It also introduces the concepts of beginning, middle, and end. When parents read to their children, both learn more about themselves and the world and children gain preparatory reading skills.

- Parents and children choose a book to read together. Here are some selections:

  - *More, More, More Said the Baby,* by Vera B. Williams *T
  - *On the Day You Were Born,* by Deborah Frasier
  - *Designed by God So I Must be Special,* by Bonnie Sose
  - *I Like Me,* by Nancy Carlson
  - *Owl Babies,* by Martin Waddell
  - *The Quilt Story,* by Tony Johnson and Tomie dePaola

COMMUNITY CIRCLE

Preparation: Place your bouquet of daisies in the center of the circle. Ask families to bring the daisies they made.

1. **Transition:** Help the children make the transition to the Community Circle by speaking to them, touching them on the shoulder, and singing the gathering song.

2. "Welcome back, I'm happy to see all of you." Sing: "If You're Happy and You Know it." Invite families to introduce themselves to the families on either side of them.

3. "Today, our goal is learning to give care to others and to ourselves so we can all be the best that we can be. How many of you took care of a doll-baby today?. . . What kinds of things did your doll need? Who else needs those same things in order to grow strong and healthy? . . . That's right, all children do!"

4. "I brought some daisies for our circle today, because the daisy is a symbol of the care and nurturing that is needed for healthy growth. When you washed your dolls and doll clothes, you were caring for and nurturing the dolls. Do your moms or dads care for and nurture you? Yes! That's how they give you healthy roots."

5. Show a real daisy. "This daisy grew out of a strong, healthy root. From healthy roots grow strong healthy flowers. When we have healthy roots, you and I grow to be strong and beautiful,

like flowers!" Ask the group to share what they wrote on their daisies' stems. Discuss their responses and what they think a child needs for healthy roots, using the dolls as examples.

6. "When everyone has human rights, children can grow up healthy. It is our responsibility to make sure we honor other's human rights. Remember, with every right there grows a responsibility. You were taking responsibility today when you took such good care of your dolls. You're honoring your friends and their rights when you take responsibility to treat them with kindness."

7. Sing "This Little Light of Mine," to emphasize growing strong and healthy. To celebrate rights and responsibilities, sing as many of the group's favorite songs as possible. Repeat the song you sang at the beginning of the circle, then break into separate learning time.

SEPARATE LEARNING TIME

Children's Learning Circle — Session 2

Preparation: *Hang up a piece of chart paper with a heading, "Human Rights Agreement." Just under that heading have two words: "Right" and "Responsibility."*

1. Gather the children near the end of your time with a circle gathering song.

2. Choose from the following songs to begin your circle together: "If You're Happy and You Know It," "Head, Shoulders, Knees and Toes," "Shake Your Sillies Out," "You Are Special."

3. Remind children of the discussion they had last week about rights and responsibilities.

4. **Make a *Human Rights Agreement***:
   "Can you think of something people need in order to be the best that they can be?" Write down their answers under the word, "Right" on your *Human Rights Agreement.*

   - "All people have the *right* to those things. We can make sure everyone in this class has their human rights respected here because we'll have our *Human Rights Agreement* to remind us. Remember when you were getting hungry and we had snack? We were respecting our human right to food. Each of us can learn to protect our own rights and each other's rights in this class."

   - "When people treat each other like friends, they are being *responsible* and caring for each other's human rights. Let's think about how we would act towards a friend or how we might want a friend to act toward us." Write these down under "Responsibilities." When the children seem satisfied with the answers, add "have fun!" Read all the rights and responsibilities on the children's *Human Rights Agreement.*

   - Ask the children if they agree with everything on the list. If not, make necessary changes. (Teachers can have an opinion too!) When all agree, have the children come and sign the agreement (make a mark in their favorite color marker, or write their name if they are able).

Then say, "Congratulations! You've made a *Human Rights Agreement*! We have made a promise to be responsible for caring for each other's human rights."

6. Close the circle with more singing.

Parent Education — Session 2

Preparation: Write "Whole Child Development," the topic title, on chart paper. Have another piece of chart paper prepared which lists the following standard human rights:

Standard list of classroom human rights:

1. We have the right to have our opinions respected and be listened to without interruption.
2. We have the right to know what we say will be kept confidential.
3. We have the right to pass (not speak if we choose).

1. **Greeting:** "It's good to see you again! This is our second week together! We will be meeting ten more times. I'd like to give you a handout on the goals for this class so you can see what the authors of this curriculum hope you will learn during our time together." Distribute *Goals for this Program* **(Handout PE #2a)**.

2. "During this session we want to continue to get to know each other, learn how this class will be organized, and create a *Human Rights Agreement* for our class. The children will also make a *Human Rights Agreement* today, so you will all have the skills to make a similar agreement for your home. I look forward to hearing next week from any of you who take this action step. Look in your *Action Step Journal* in Session 2 for help doing this at home. Distribute *Family Peace Circles* (**Handout PE #2b**), will help you be more successful as well."

3. **Action Steps and Journaling Report**
    - Who would like to share anything they learned about rights and responsibilities from discussion with their child?
    - Who has anything they would like to share about action steps?
    - Who clipped some articles and would like to share their thoughts?
    - Who read or has comments about the *Convention* summary?

4. **Creating a Human Rights Agreement for the Class**: "Now let's develop a *Classroom Human Rights Agreement*, regarding how we want to treat others and be treated when we are together." Invite participants to review the above standard list of rights (that you have on chart paper), and then ask for suggestions of changes or additions they feel are necessary. Everyone must agree to all the items chosen for the final *Human Rights Agreement*.

5. **Discussion:**
    - How do you think a similar agreement could be useful in your family?
    - Have you made a family agreement like this together with members of your family?
    - Have you made an agreement together with your children's input? Or have you made the rules yourselves?

- How does it honor human rights to make an agreement with everyone's input?"
- Do you think your children would want those rights as well?

6. **Comment:** "We all have different points of view. Let's remember that each of us has the right to have his or her opinion respected, and let's see what we can learn from each other. If we stay open-minded, we will all learn and our children will benefit from our deep thinking."

   Communicate the following message in your own words: "As you know, the title of this class is 'Raising Children With Roots, Rights, & Responsibilities.' If you refer to **Handout #2a**, you'll see that the **roots** are what we provide to our children through our love, understanding, and protection of them. When we honor our children's human rights, we provide the roots they need in order to honor the rights of others and take their own responsibilities. We are largely doing this through our role modeling. We believe that children grow up to be healthy adults when they are raised in healthy, loving environments. A healthy society depends on access to these **rights** for all children. Therefore, all children need to learn about and experience their rights. When they receive respectful and humane treatment, they will be more capable of behaving in ways that reflect their own associated **responsibilities.** That's why we talked about what makes children grow up to be healthy when we made the daisies. That's why we gave our children affirmations on their rainbow chains last week."

7. **The Daisy Experience:**
   This activity is designed to help us understand how people grow to their fullest potential. "The *United Nations Convention on the Rights of the Child* defines this 'full potential' as a basic right and need for all children. We are going to start out by exploring what it means to achieve one's fullest potential and how understanding potential will help us prepare our children for the future."

   a. Begin by drawing a seed on the chart paper or chalk board. Invite parents to copy what you draw and add their own personal notes if they wish. Explain as you draw. "Through the gift of life (represented by the seed), a child holds all the potential of what he or she can become. While still unborn, a child is physically nourished and with proper prenatal care will be more likely to be born physically healthy." Draw a root system symbolizing how we are rooted in our human spirit. Our essence of being is inherent at birth.

   b. "With the first cry, we witness the world of vitality and the human spirit. As those first few months pass, parents and others quickly observe that this baby is his or her own person. This 'daisy seed' is beginning to grow roots and become familiar with the world." (Draw the stem coming up from the seed.)

   c. "The child begins to grow, nurtured by parents who attend to his or her physical needs for food, clothing, and shelter. However, for a child to realize full potential in life, more than physical needs must be met."

   d. Draw a center to your flower, with the below inscriptions: Life Cycle, Sense of Time and Space, and Purpose or Personal Life Role. Draw two-way arrows between each label.

e. "This represents the common aspects of each human being. The three variables; life cycle, sense of time and space, and purpose or personal life role are common to all, but have different impacts."

f. Draw nine petals of the daisy for the components that make up the aspects of human experience. Distribute *Reaching Our Fullest Potential* **(Handout PE #2c.)** "The petals of the daisy symbolize the things human beings need to reach their fullest potential."

g. "Let's go through each of the nine aspects you see on the handout, starting with nature and the environment, and brainstorm some concrete examples of what we could do to integrate nature and the environment into our lives and our children's lives." Go through all aspects and list a few ways to conceptualize each one in daily life.

h. Explain: "It is essential for us to integrate these various aspects of development throughout our life if we wish to reach our fullest potential and encourage our child's development."

i. Continued discussion if time:

- Invite participants to share with the group one of the petals from their daisy that they feel is particularly important.
- While others were sharing, did you think of some things you wanted to add to your own daisy?

8. **Closing Comments:** "Remember we all have many facets of our being that make us a whole persons. We are whole when we consider and integrate all the aspects of our human spirit. The daisy is never perfect or complete, but we can work toward being well balanced and achieving fullest potential by spending time with the gifts in each petal. This was a lot of work for us. Congratulate yourself and another person as we leave today. Take your daisies home, display them somewhere, and think about what you could do to provide for growth.

   "Human rights are at the root of children's rights. They are the root of the healthy daisy. We all must have basic human rights as roots for our healthy development. When we nurture human rights we create a circle of love and care for our children."

9. **Journal Assignment:**
   Reflect and write on the question: "How can I help my children to nurture all the aspects of themselves?"

Parent Education Handout #2a

Goals for This Program

All sessions are designed to provide experience with the following:

1) Building Trust/Roots: When parents, communities, and the State create a safe environment, it helps children trust that they are free to think and act independently. Knowing that they are loved and they belong, children can learn and try out the behaviors of their role models as well as experiment with other behaviors. Developing rules together, as a family or a class, for example, helps children develop trust that their opinions matter. When they see that everyone follows the rules, they develop trust that all will be safe. It is possible for children to develop deep, healthy roots when they spend time in safe places.

2) Respecting Rights: Helping children learn about and understand their rights and the rights of others through turn taking, sharing, and promoting empathy, helps children learn to see other points of view. When we help children speak up for what they need and express their right to an opinion, we are promoting democracy. When children learn about what other children might be feeling or thinking, they begin to think of the world as larger than themselves. Children who experience this, acquire the ability to be sensitive to others' cues and needs. This leads them to the eventual ability to take another person's perspective. Viewing others more empathically helps children recognize that each of us has the right to be safe, learn, play, and make friends. This helps them make respectful behavioral choices.

3) Developing Responsibility: Responsibility is an empowering word. Taking responsibility empowers people to have a say in their own lives. Helping children recognize that they have the ability to choose what they want to do and are capable of doing it, fosters a sense of mastery and competence, helping them feel worthy of participating in community life. When children feel they belong in a community, they are more willing to make responsible choices.

Helping children learn to make decisions that consider the consequences of their actions helps them make better choices — choices with fewer negative results. Learning problem-solving strategies, negotiation skills, peaceful play, and cooperation are important because they help children learn to think and plan in order to make choices that are good for themselves *and others.* Children learn when they pick up after themselves, take turns, work out problems, share, or help someone that they are showing responsibility and thus benefitting themselves and the whole community. They learn when they pour their own juice, decide about what toy they want to use, what activity they want to do, what they want to wear, or what they want to eat that they are showing responsibility. In a cooperative-interaction setting, the emphasis is on everyone taking responsibility for his or her part of working together, so the group can accomplish mutual goals for the common good.

This curriculum is not finished when the last session meets. This class is merely an impetus for a new beginning in living with a human rights focus. This curriculum is intended only to supply the priming for the pump of human rights activism. This activism begins during the 12 weeks of *Roots, Rights, & Responsibilities* but continues for weeks, years, and even lifetimes.

Parent Education Handout #2b

Family Peace Circles

From *Opening Doors: Six Keys for Participatory Leadership*, by R. Janke, et.al, Scandia, MN: Growing Communities for Peace.

Family peace circles can be a fun and productive way to talk with your family about schedules, conflicts, and needs. They can be an opportunity for adults and kids to create a more harmonious family, and they can provide fertile ground for practicing democracy and demonstrating respect, as well as discussing needs and wishes. They can become places kids enjoy because their voices are heard and their ideas are valued. You can start holding brief family circles when children are very young. Close meetings *before* children show impatience. Make it fun!

Here are some tips for holding family circles:

1. Announce that family circles are an opportunity for having input on family decisions. No one is forced to attend. You can decide as a family if overnight guests are invited to family circles or asked to entertain themselves. If kids don't want to participate at first, or need to get up, simply ask them to stay nearby, so you can get their feedback when needed. Remind them that the value of staying involved is that their ideas will be added to the decision-making process. Since everyone needs to agree before a decision is made, explain to those who aren't choosing to be present that they are consenting to live with whatever decisions the rest of the family makes — at least until the next family circle. Eventually, people participate because they know this is a place for expressing their needs and getting their needs met.
2. Have family circles at a time when everyone is usually home. Don't force kids to give up a favorite activity to attend! The time and day may vary based on other commitments and events. At the end of one family circle, set a time for the next. Demonstrate your commitment by scheduling your personal events around it.
3. It helps to have the first few family circles center around a fun topic for discussion — like, "What do we want to do on our family vacation?" Save boring tasks or difficult agenda items like household jobs for later on, but always include some fun and interesting agenda items each time to keep family members motivated.
4. Provide a special treat, for family circles only! This creates a satisfying ritual or tradition. Maybe you like homemade sweet rolls. Gather around the table with your special treat and a piece of paper. You're ready. Informal family circles are inviting.
5. Start circles with something kids won't want to miss. A song, a joke-telling session, a pun-making session, anything your family resonates to. End meetings with a celebration such as giving each other a compliment or mentioning something you appreciate about each other.
6. Demonstrate active listening to your kids. Repeat back (paraphrase) what you heard. Incorporate their ideas.
7. Do upcoming scheduling by passing around a calendar (for third graders and up) to record their upcoming events, rather than discussing them (it gets too long). Older children who drive can be asked to initial any commitments of the younger children that they are willing to chauffeur.
8. Use a talking piece so everyone has ample opportunity to speak. A talking stick is just a symbol of who is talking. It can be a carefully decorated stick or a simple branch.
9. Make decisions by consensus. They need to be good for everyone, or they are not good decisions.

Parent Education Handout #2c

Reaching Our Fullest Potential Through Understanding and Integrating Aspects of the Human Experience

Aspects of the Human Experience (Stem of the Daisy)

* **Life Cycle:** A person's stage of development affects his or her unique view of life. For example, a six month old baby, a three-year-old, a sixteen-year-old, a seventy-two-year-old all approach life in a different way. Keeping this in mind helps us understand others.

* **Sense of Time and Space:** Where and when we live in the world affects our viewpoint. For example, life in the first decade of the 21st Century is different than it was in 1965 or in 1922 or will be in 2039. Life in each different time gives the person living there a unique view, just as life in different countries and at different socioeconomic levels gives a variety of viewpoints.

* **Role or Purpose in Life:** Our role in life affects our viewpoint. Children's role in their family, class, and the larger society affects their approach to the world.

Additional Aspects (Petals of the Daisy)

1. Connection with nature and the environment (the ability to commune with the earth);
2. Connection with higher power/spirituality (sense of values);
3. Communicative expression (use of symbols);
4. Aesthetic response (appreciation, learning and experiencing the arts, music, nature);
5. Creative expression (the act and process of creation, tapping into the internal wellspring);
6. Physical nature (experiences that enhance physiological well-being like overcoming physical challenges);
7. Emotional nature (being in tune with your feelings, increasing heart capacity);
8. Use of intellect (memory, cognition, reasoning skills);
9. Sense of belonging in groups, family, or institutions (fellowship in family, religious organizations, and the like).

Why the Daisy?

* **Daisies are one of the most common flowers** grown in our country. We see them everywhere. Because they are so common, we often overlook the daisy's beauty and significance.

* **Daisies are symbolic of people.** Like people, each daisy is unique. No two are created exactly alike, even through at first glance they may seem the same. Each daisy is different, yet each shares commonality with all other daisies. Daisies come in many varieties and sizes, just like people do.

* **Daisies are symbolic of daily life.** The everyday experiences that include simple joys and simple pleasures provide the most vital and profound experiences of life. So often we are in search of the "rose experience" that we overlook the daisies within our reach. In other words, we desire "peak experiences" and forget the value and beauty of daily life.

* **Daisies are like children.** They are brought into the world by a tiny seed, yet need water and sunshine to grow. We, as parents, are the water and sunshine for our children. Without our nurturing, a child's spirit for life and learning will be weak. In the first five years of our child's life, we need to give them the greatest foundation of growth, so they will be prepared for the years to come.

EQUITY AND EQUALITY — SESSION 3

Roots: Parents, communities, and governments that work for and support human rights for children practice applying human rights in their daily lives to the children in their care and work to have equal rights honored for all children, without exception (CRC Articles 2 and 30).

Rights: Children have the right to —
- equality, regardless of race, color, gender, religion, opinion, nationality or ethnic heritage;
- learn about and express/celebrate their culture and/or ethnic heritage.

Responsibilities: Children are responsible for —
- treating others as they would like to be treated;
- honoring agreements.

Session Outcomes

Children —
* experience concepts of "same" and "different," "equal" and "unequal";
* increase their understanding of the importance of individual efforts when working toward a common goal.

Parents —
* explore their understandings of equality through activity and discussion;
* discuss definitions of equality;
* learn more about embracing the differences in their family, our society, and the world.

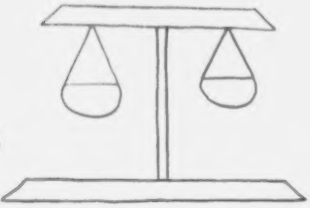
Materials needed:

Interactive Activities
* Different colors of beans with scoops and cups;
* Balance scale, items (counting bears, plastic or wooden objects) to weigh on the scale;
* Paint, paint trays or pie tins, paper to paint on;
* sponge stamps cut into shapes (circle, triangle, squares or figures of children);
* A slim, rectangular sponge that can be used as a stamp (two marks from this sponge, placed horizontally, one above the other, make an equal sign, or two horizontal marks and one slanted over the top makes an unequal sign);
* Grocery bags, scissors, yarn, markers, collage materials.

Children's Learning Circle
* A few oranges.

Parent Education
* Parent Education **Handout PE #3**;
* Chart paper and markers;
* Paper grocery bag with cutout spaces for eyes (or a paper plate attached to a tongue depressor with spaces cut out for eyes).

GREETING



Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **MASKS (CREATIVE EXPRESSION)**

   Masks are a way for children to try on different roles. Children learn to take the perspective of others through imaginary play.

- Display photos or examples of masks from around the world.
- Parents and children design masks to wear with materials presented (brown paper grocery bags, scissors, yarn, markers, glue, and collage materials).

2. **BEANS (SENSORY, PREMATH CONCEPTS) *T**

   Varied colors of different beans symbolize individual differences — such as in the varied colors of people's skin. NOTE: If you feel uncomfortable about using food for play, omit this activity or use colored rocks.

- Scoops, spoons, and cups are available for sensory play with beans.

3. **BALANCE SCALE (SCIENCE)**

   A scale gives children practice with the concept of what it is to be equal. The work and care of balancing the scale symbolizes the work we need to do and care we need to take in realizing equality and fairness in our lives.

- Place balance scale and items on a table. Ask families to compare items.

4. **ATTRIBUTE BLOCKS (SMALL MUSCLE SKILLS)**

   Gives children & parents a way to internalize the concept of equality.

- Set out attribute blocks for parents and children to use for matching shapes and colors.

5. **MIRROR IMAGE NAMES (COOPERATIVE ART) *T**

   Gives children & parents a way to internalize the concept of equality.

- Families fold a 9x11 piece of construction paper in half, down the middle. Then open it back up and write their child's name in glue just above the fold line. They fold again and press paper to apply glue to both sides of page. Next they open the page again and sprinkle glitter over the page to make a mirror image of the child's name. Cue cards encourage families to talk about how both sides are equal (symmetrical or matching).

6. **BOOK CORNER (LANGUAGE)**

   Reading together promotes reading readiness, literacy, and enjoyment of books along with the concepts of beginning, middle, and end. When parents read to their children, both gain the power to learn more about themselves and the world.

- Parents and children choose a book to read together.
  - *We are Alike, We Are Different,* by the Cheltenham Elementary School Kindergartners *T
  - *Different and Alike,* by Nancy P. McConnell

- *My Family, Your Family,* by Kindergarten of Westfield School
- *Black, White, Just Right,* by Marguerite W. Davol *T
- *All The Colors We Are,* by Katie Kissinger

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing: "Shake Hands With Friends and Say Hello," and "Looking Under The Mask" (below) using your hands as the mask.
Looking under my mask, who do I see?
I see _________ *looking at me. Hello* _________*!*

3. "As you know, during this class we are learning about rights and responsibilities. Who remembers a right we put on our Human Rights Agreement last week?" (Take a few responses.) "Another right is the right to equality. Equality is what we have when all people, no matter how they look or who they are, are treated the same. Equality is what we have when we all get the same number of cookies at snack time. Equality is what we have when we treat others like we want to be treated. We are practicing equality if when everyone gets an equal turn in a game."

4. **Punchinello game*:**
"We are going to play a turn-taking game, now. This game is called *Punchinello.* We cannot play the game unless everyone helps. We all will need to listen and help each other, in order to play this game successfully. Some friends will need to wait patiently for their turn. This is a game about equality. We can all have an equal turn. It also is about equality, because we do equal things.

"Remember earlier when you took a piece of paper and drew your name with glue on it? After you folded it and used the glitter on the paper you had two names. You had your name and an equal name that was different. That was a mirror image. In this game we get to make our bodies the mirror images!"

Form a circle while standing. One child enters and stands in the center of the circle. Everyone sings or chants: "What can you do, Punchinello, friendly fellow? What can you do, Punchinello, friendly you?" Action 1: Punchinello makes a motion as this verse is sung. Everyone "mirrors" the action as they sing. Sing about whatever action the child is doing, for example, "turn around":

All sing: *"We can turn around, Punchinello, friendly fellow. We can turn around, Punchinello, do it too. We can do it too, Punchinello, friendly fellow. We can do it too, Punchinello, friendly you."*

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* The music for this game can be found in *Wee Sing and Play Musical Games and Rhymes for Children* by Pamela Conn Beall and Susan Hagen Nipp, Price/Stern/Sloan Publishers, Inc. Los Angeles, 1981, page 18.

Action 2: Punchinello chooses another child to take his or her place in the center of the circle as everyone sings: "You choose one of us, Punchinello, friendly fellow. You choose one of us, Punchinello, friendly you." Repeat with another child, until all the children who want a turn have one.

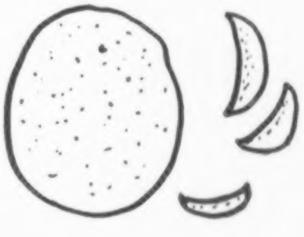
5. Close with "The More We Get Together" and "This Little Light of Mine."

   NOTE: One adult may have to help a child begin this game. As children get comfortable, they will not be shy.

SEPARATE LEARNING TIME

Children's Learning Circle — Session 3

1. Invite children to the circle with a gathering song.
2. Bring one or two oranges with you, depending on the number of children. Say, "I have something for us all. It's to share equally. Here it is." Show the children the orange/oranges. "How can we share this orange so each of us gets an equal portion?" Allow time for children to think and to answer. Their responses might be to cut it, peel and section it or get more oranges, and so on. After they've had a chance to answer, peel the orange. Divide it into sections. As a group, count how many people are in the circle. Be sure to include yourself. Now count the orange sections. Write the numbers on chart paper.
3. Ask the children: "Do the numbers match? How can we divide the sections so everyone gets an equal share?" You may have to cut some sections in half. Ask one or two children to help pass out the orange sections, perhaps on napkins. Ask the children not to eat them yet.
4. "Do you have the same amount as your friends? Are all the portions *equal*? What are some reasons to have equal portions? If you had less than someone else, how might you feel? If you had more than others, how might you feel?"
5. Eat the oranges together.
6. Sing favorite songs the children name. Include: "This Little Light of Mine," "The More We Get Together," "Looking Under the Mask."



Parent Education — Session 3

Preparation: Write the topic title, "Equality and Differences" on chart paper. Under the topic title write, "Children/adults have a right to equality regardless of race, color, sex, religion, nationality or social origin."

1. **Greeting — Surprise Entry:** Today there is no official greeting. As soon as parents have taken their seats, teacher enters the room with a paper bag mask over his or her head.

2. **Discussion:** "Here I am with this bag on my head. Yes, I know our world is not made up of bag-headed people, but for a minute let us wonder. What would it be like if we all were put on this planet looking externally identical, such as we might if we all had brown grocery bags for heads — same tan color, same square shape, same size, and so on? Underneath our bags we would each know that every person was different, but how would we find out? How would the world be different? How would we raise our children differently? . . . Obviously our world reality is not "paper bag heads." In fact, we do see and interact with differences at all times in life."

   Give parents a few moments to reflect on the following questions and make notes in their journals or on stationary you provide. These questions can also be asked orally and written on chart paper or chalk board.

3. **Questions:**
   a. Have you ever been in a situation with someone else:
      *during which you wished that you could cover yourself up or become invisible?
      *during which that person put you behind a symbolic mask/ paper bag instead of seeing the real you?
      *during which you found that person was not recognizing your child for being who she or he is?
   b. How did you feel?
   c. Why did you feel that way?
   d. How did you respond?
   e. How did you want to respond?

4. **Activity:** Distribute *Reflections on Equality* **(Handout PE #3)** to participants. Look at these quotations on differences. Invite participants to jot their thoughts or reflections in their *Action Step Journals*.

5. **Discussion:**
   a. Our families are filled with individual differences. What are some of the differences that people in my family have (behaviors that are different from mine) that drive me crazy?
   b. What are some possibilities in my own family to embrace, not just tolerate, these differences?
   c. What are some examples of what we can do and how we can speak to our children that gives them messages of celebrating and embracing, NOT just tolerating differences?

d. There has been a lot of research done over the years that shows the effects of expectations and labeling on children. We usually get what we expect. Can you see ways that you inadvertently label your child in a negative way? How might it impact his or her life?

6. **Summary:** "In our world there are many instances where people feel they are not accepted or embraced because they are different from those in the mainstream/in power/who represent the status quo. In fact, many historical travesties that have affected individuals and families throughout time have occurred because people were not able to live peacefully with differences." Ask for examples from participants. Here are a few possible responses:

   World: Holocaust during World War II, Vietnam War, Ireland's civil uprising, ethnic struggles in the Balkans.
   Community: Problems with acceptance of the gay/lesbian community, gang wars, availability of handicapped accessibility.
   Family: Put-downs among family members: only one right way to do things, escalation of differences ending in divorces or physical/emotional abuse among family members.
   "*The United Nations Convention on the Rights of the Child* says that being accepted for our differences is a basic human right. 'A right to equality regardless of race, color, creed, sex, religion, nationality, or social origin.' Our goal is for you, as parents, to know the right to equality is inalienable and we have a responsibility to ourselves and our children to create an environment in our homes, communities, and society that ensures that this right is respected."

7. **Closing and action steps assignment:** "What are some possible action steps that you and your family can do to work toward a more equitable world for all? As you work in your journals this week, pay special attention to what you can do in your home. The home is the most difficult arena in which to accept differences because our children are so close to our heart and we want them to embrace our values. However, accepting them for who they are opens the door for them to accept others for who they are, and so on. Thus, one family, one child at a time, we begin to create a world that honors differences and celebrates equality."

Parent Education Handout # 3

Reflections on Equality

"It is human beings who have made pigmentation a leprosy in our lives instead of a gift."

Anonymous

"The world is becoming more of a neighborhood, but is it anymore of a human hood? If we don't learn to live together as brothers and sisters, we will perish together as fools."

Dr. Martin Luther King, Jr. 1956

"The problem of the twentieth century is the problem of the colour line — the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea."

From *Souls of Black Folk* (1903), W.E.B. DuBois 1868-1963

"Every gun that is made, every warship launched, every rocket fired signifies. . . a theft from those who hunger and are fed, those who are cold and are not clothed. . . This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children."

Dwight D. Eisenhower, "The Chance for Peace," delivered before the American Society of Newspaper editors, April 16, 1953

"Washing our hands of the conflict between the powerful and the powerless means to side with the powerful."

Paulo Freire, *Pedagogy of the Oppressed*

"The treasures that lie hidden in the heart of the child spring . . . from that same heavenly world from which the soul itself originated. . ."

Daniel Udo De Haes, Waldorf Educator

"We must lay aside our limiting beliefs that girls and boys are the same, that masculine is better than feminine, or vice versa, that men are wrong, that women are wrong, that one gender is better than the other, more capable, kinder, gentler, more violent, more nurturing, smarter, more rational, inferior, easier to parent, harder to handle, and so on. . ."

Don & Joanne Elium from *Raising a Daughter*

NAME AND NATIONALITY — SESSION 4

Roots: Parents, communities and governments that work for and support human rights for children provide ethnic and national knowledge and roots for their children. They name their children, and help them acquire a sense of belonging in their family, nation, and world. Through this belonging, their children become invested in the positive development of their family and nation (CRC Articles 7, 8).

Rights: Children have the right —
- to a name;
- to a nationality.

Responsibilities: Children are responsible for —
- respecting the rights of those who live in or come from other countries;
- standing up for their own and other's rights to a name, nationality, and other indicators of identity;
- working toward the positive development of their nation.

Session Outcomes

Children —
* gain a beginning understanding of the term "nationality";
* increase their understanding about their nationality, race, ethnicity, gender, and life role;
* increase respect for their own and others' names.

Parents —
* share information with their children that helps them understand their heritage;
* teach and role model, according to their child's evolving capacity to learn, responsibilities pertaining to their name and their nationality;
* explore ways to augment children's self-concept with knowledge about their name and heritage;
* explore the formation of our collective identity.

Materials needed:

Interactive Activities
* Flags of the World chart;
* Native Cultures flag chart;
* Colored paper, scissors, glue (red, white and blue), and markers;
* Rice, scoops, cups and spoons (You might provide a variety of rice, so participants can see the differences);
* Red and blue paint, white paper, paint brushes, star stamp;
* Construction paper American flags with instructions on them (see Parent/Child Interactive Activities, *Name and Nation Walk*).

Parent Education
* Chart paper and markers;
* Name cards (from early childhood time);
* *Wee Sing Around The World* audiotape;
* Raffi's *One Light, One Sun* audiotape, "Like Me and You" song;
* Colorful, thin-point markers;
* Newsprint;
* Extra copies of the *Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. FLAGS (CREATIVE EXPRESSION)

The flag from our country symbolizes the nation that we call our homeland.

- Families make flags of the place (country, tribe, area, region) from where their ancestors came.
- Supply charts which show various flags of nations and tribes.

2. RICE (MANIPULATIVE) *T

Rice is a food with which a majority of the world's people are familiar.

- Place uncooked rice of several varieties and scoops, etc. into the sensory table. Suggest parents help children in sorting and naming the varieties.

3. AMERICAN FLAG (COOPERATIVE ART) *T

The American flag is the symbol for the United States of America (USA). The 50 stars represent the 50 states. The 13 stripes represent the original 13 colonies.

- Provide a star stamp and red and white paint. Parent and children will make the American flag together by making red stripes and stamping stars onto blue paper in top left hand corner.

4. NAME AND NATION WALK (SMALL AND LARGE MUSCLES) *T

Provides a vehicle for parent-child discussion about name and nationality. This discussion is preparatory for the parent discussion topic of the day.

- Use flag shapes and write instructions on them. Put the flags around the room. Have parents and children walk around the room, read them, and do the actions requested on the flag.

Name and Nation Walk Preparation:

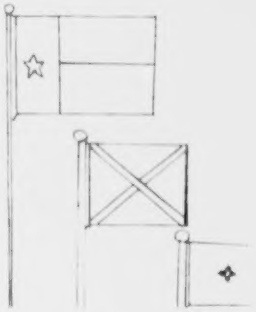
Make flags with some, or all, of the below instructions on them.

* Tell your child your full name, ask him or her to say their full name.
* Tell your child whom he or she is named for.
* Tell your child the meaning of his or her name.
* Tell what you know about the ethnic origin of your child's name.
* Finger spell your name to your child (Use the *American Sign Language Finger Spelling Chart*). Finger spell your child's name, and encourage children to finger spell their own names.
* Tell your child what your nickname is and how you got it. Tell your child how he or she got their nickname or why they don't have one.
* Tell your child what country your ancestors came from.
* Show your child the flags of all the countries your ancestors came from.

5. COLOR NAME (CREATIVE EXPRESSION)

Gives a visual way to celebrate names and the value of each person as an individual. It also reminds children that they are part of this country.

- This activity uses the cue card from Session 3. Fold an 8 ° inch piece of paper in half. Then write your child's name above the crease with different colors of glue. Red, white and blue glue are provided. Fold paper again and pat down, open paper and have your child sprinkle glitter to create a mirror image of their name. Using the red, white and blue glue will remind children of the flag of the United States.



6. **BOOK CORNER (LANGUAGE)**
   - *Everybody Cooks Rice,* by Ann Morris
   - *A Flag for Our Country,* by Eve Spencer
   - *Families Are Different,* by Nina Pellegrini *T
   - *I Hate English,* by Ellen Levine
   - *Everybody Cooks Rice,* Norah Dooley

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing a get acquainted song of your choice, or sing, "Shake Hands With Friends and Say Hello" and the "Name Chant."

3. "Today, our theme is name and nationality. Let's sing a song to recognize all the children here today."

4. **Explain:** "Your name is special — even if you know someone with a name like yours or the same as your name, your parents gave you a name that they thought was just right for who you are. Your name is as precious as a jewel. So is every other person's name. Names are precious and need to be protected. It's very important that no one ever makes fun of someone's name. Later we will talk more about names.

   "Parents, as we go around this circle will you shout out your child's complete name? You say the first, middle and last names, and then we will sing this song using their first name only."

5. Sing: "If your name is ______ stand up tall." The teacher introduces the "Name Game." Invite everyone to stand up. Invite parents to help their children point to the person being named. It goes like this:

   a. The teacher selects a child to begin by singing:
   "Ann, Ann, look at everyone — Point to Sue and then you're done."

   b. After the child points to Sue, she/he sits down, and the teacher continues:
   "Sue, Sue, look at everyone — Point to Bill and then you're done."

   c. Continue in this way until all the children are named. If your group is small enough (eight or less), name parents as well.

6. Sing "Shake Hands With Friends" again, and ask that participants say, "Hello, _____ (child's name), I hope that we can be friends today," as they are singing the song. In other words, participants use people's names with their handshake.

7. "I'd like to go around the circle one more time and have each child, with help from their parent, tell us which countries you or your ancestors came from. Here in the United States there are people from all over the world. Let's find out which countries are represented in our class."

   Begin by stating which country/ies you or your parents, grandparents or great grandparents came from. Then the child to the right or left tells about his or her ancestry, and so on, around the circle. After the last child/parent has shared, thank everyone for sharing their information.

8. Sing: "The More We Get Together," (using sign language signs, if possible) and "This Land is Your Land."

9. Close with: "This Little Light of Mine."

   NOTE: Adults may have to help children begin this game. As children get comfortable, they will not be shy.

SEPARATE LEARNING TIME

Children's Learning Circle — Session 4

1. Invite children to the circle with a gathering song.

2. Teacher says: "Remember when we talked about names in the big circle today? Let's remember everybody's name again. Go around the circle and as a group, say everyone's name together.

3. Sing: "The Name Chant" or "Everybody Stand up Tall."

4. Ask the children if they can remember what country their ancestors came from. Ask the children what country they live in now.

5. Share the American flag with the children. Count the stripes and stars together.

6. "The American Flag is the symbol for our country, the United States of America. Sometimes it is called America, or the USA. Those are different names for the same country. There are fifty stars on our flag. Each star represents, or stands for a state in our country. The state we live in is _________. There are thirteen stripes on our flag. Each stripe counts for one of the thirteen colonies that were the original states when our country was born."

7. Sing: "This Land is Your Land" or "This Little Light of Mine."

8. "Now, we have a color flag game to help us learn about the colors in our flag." (From Hap Palmer record: *Learning Basic Skills Through Music* AR 514 Vol 1. Original words and music by Hap Palmer.) Hand out red, blue, green and yellow flags to all the children.

   "Let's listen to what this song says and follow the directions. It will tell us to stand up or sit down. Let's all try that now. We will need to listen very carefully. Look at what color your flag is. When you hear your color name, then stand up or sit down according to what the song says."

9. Ask for favorite songs from the children and sing them.

10. Close the circle with: "The More We Get Together."

Parent Education — Session 4

Preparation: "Name and nationality." Write this topic title on chart paper or chalk board. As parents enter the room, have the *Wee Sing Around the World* audiotape playing. Write on newsprint, "SIGN IN, PLEASE! Please write your entire name on this newsprint." Provide thin-pointed markers for participants to write their names. As soon as everyone is assembled, turn off the tape.

1. **Greeting: "**Shalom! Bonjour! Buenas Tardes! G'day! Guten Tag! Cio! Nyob zoo! We are ready to begin. Today our topic is 'Being and Belonging.'"

2. **Names** — Group instructions:
   a. Say your entire name as it is written on the newsprint, as well as the full name of your child.
   b. If you know how to say hello in one of the languages of your family's origin, please do.
   c. State something you believe about names.

3. **Discussion and questions:** How/why does your name hold importance to you? What do our names give us? What does our language of origin give us?

4. **Name art:** Some of you did Name Art cards with your child today. Please share your creation and your "name story" with the group, if you have one. For example, you might tell us the significance or meaning of your name, whom you are named after, and so on. You might also tell us about your choice of colors (if you provided colored glue).

5. Think about the activities you and your child just worked on together. What did you notice about your child's interest in or reaction to one of the activities? (flags, color name art, songs)
   Parents focus on children's feelings or discussion during interaction time activities. Parents interpret children's reactions.

6. How does a name relate to self-concept?
   Parents make connections between who they are known as and how they know themselves. Names identify who we are to others.

7. **Nationality:** "We are addressing the 'Right to a name and nationality,' during this session. We just talked about our own names and how our names may affect us. Now let's talk about how our nationality impacts our lives. We often take our nationality for granted, rather than recognize how powerful an impact it has on how we see ourselves, how we see each other, and how we see the world. For example, the **Pledge of Allegiance** is a defining document for us in the United States. Does everyone know it?" If not, recite it for them.

   "Does anyone want to share their thoughts about this pledge? . . . How does this pledge describe us?. . . What does it say about our nationality? . . . How do we feel about that?"
   Invite open discussion. Remind participants, if necessary, to appreciate each person's contribution.

8. **Brainstorming activity: Collective identity**
   a. Write the word "nationality" on the chalkboard and give parents time to reflect on its meaning. Chart their responses.
   b. Together identify as many things as possible that we share because we live in the United States. Make a list. When finished say, "This list tells us about our collective identity. Are these things that make you proud that you live in this nation?"
   c. List things people wish were not part of our collective identity.

9. **Brainstorming activity: Standing up for one's country**
   - Ways we typically stand up for the country we consider our homeland. (List.)
   - Ways we listed that we can use while also honoring the rights of people in other countries. *Put a star by the few that meet this criteria. For example, we may stand up for our country by going to war to protect her. However, this criteria would not receive a star because it is not good for other countries. When we stand up for our country through peaceful means we can show our support for our country without showing disrespect for other countries.*
   - "How we can stand up for our country in ways that teach our children about compassion, embracing differences, peacemaking, and so on, and generally role model what we want them to learn?"
   - "How can we impact our collective identity and make a statement about who we want to be in this country, while standing up for our country?"

10. **Summary:** "Human beings have a basic need to belong. They must know themselves and how they fit into the world. They must know who they are and to whom and what they belong, or of what they are a part. For these reasons, having a name and a nationality are basic human rights. When these rights are honored, children can know themselves and their country. Through developing a deeper understanding of their name and their nationality, they can go beyond blind acceptance of that identity and learn to question it. This questioning is part of our identity in this country.

    "Our children, and we, their parents, can make a difference for our homeland by standing up for what is right, knowing that part of our collective identity is honoring liberty and justice for all. In this way we increase our respect for ourselves, and we impact the collective identity in positive ways."

11. Journal Assignment:

a. What are those things you hope your child values about his or her family or about his or her country?

b. While listening to Raffi's "Like Me and You" song:
  - Reflect on the music and words to this song;
  - Record some thoughts about your child's name and your family's national ties.

ADEQUATE STANDARD OF LIVING
SESSION 5

Roots: Parents, communities and governments that work for and support human rights for children recognize that every child needs adult and societal support to survive and to achieve an adequate standard of living, including adequate food and housing, access to health and medical services and health awareness and education (CRC Articles 6, 24, 27).

Rights: Children have the right to —

- life;
- an adequate standard of living;
- adequate nutrition;
- education about their health, and to health care.

Responsibilities: Children are responsible for —

- taking care of the home, their clothing, and themselves.

Session Outcomes

Children —

* learn about a variety of types of housing and foods;
* increase their understanding of how they can help ensure they have an adequate standard of living through eating healthy food and caring for themselves.

Parents —

* recognize the right of every child to a sustainable standard of living;
* recognize the right of all children to access health and medical services;
* increase knowledge about the deplorable conditions some children live in;
* increase thinking about how parents can provide for the basic needs of their own family.

Materials needed:

Interactive Activities

* 1/2 pint whipping cream; a plastic jar with screw on lid, crackers or bread;
* One large marble;
* Sugar cubes, small pieces of cardboard, and frosting;
* Brown paper bags, water paints with water and brushes, chopsticks, string;
* Straw and raffia or heavy twine, or collect twigs;
* Large wooden blocks, parachute, climbing equipment, and other large muscle equipment;
* Refrigerator box, cutting tools, crayons, paints, or markers;
* Water and sea animal toys.

Parent Education

* Parent Education Handout **PE #5**;
* Chalkboard and chalk or easel with paper and pens;
* Extra copies of *The Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1) MAKE BUTTER (SOCIAL/ EMOTIONAL) *T

Represents adequate nutrition.

- Put whipping cream into empty plastic jar. Add the marble. Close lid of jar tightly. Pass the jar around and have everyone shake it.
- Notice the changes as the cream gets thick, begins to slosh and becomes butter. Spread on crackers or bread.

2) BUILD A HOUSE (SMALL MUSCLE AND MANIPULATIVE SKILLS)

Different kinds of homes represent the different life-styles and standards of living people live.

- For sugar cube Igloo: provide frosting for the glue and cubes for blocks. Adults and children place cubes into a circle on a piece of cardboard or a paper plate to imitate an igloo.
- For Teepee: use pieces of brown paper bags. Wet the pieces and crinkle to make it look more like animal hide. Use water paint to paint Native American designs. When paint is dry, fold paper bag into a cone shape to imitate Teepee. Chopsticks make good teepee poles.
- For Straw Hut: take small handfuls of straw and tie them with the raffia. Place the tied bundles in a circle to build the hut shape. You can also weave raffia in and out between the bundles to hold them together. Lay loose straw on the top of the ring of bundles to form a roof.
- For wooden block house: gather as many large blocks and other large muscle equipment as possible. Then build houses of different sizes and shapes.
- Refrigerator box house: get a large refrigerator box. Help children cut openings for doors and windows. Use paint, crayons or markers to decorate the house.

3) WATER AND OCEAN ANIMALS (SENSORY) *T

Water is home to many of Earth's creatures. This activity provides an opportunity to appreciate that people share the earth with animals and plants.

- Provide plastic sea creatures and plants. Parents and children play feel, look at, and play with them at the water table.

4) BOOK CORNER: (LANGUAGE)

- *Peter's Old House*, by Elsa Beskow
- *A House is A House for Me*, by Mary Ann Hoberman *T
- *This is My House*, by Arthur Dorros
- *Pelle's New Suit*, by Elsa Beskow
- *And So They Build*, by Bert Kitchen
- *Bread, Bread, Bread*, by Ann Morris

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing: "Shake Hands With Friends and Say Hello" and "The Name Chant." "Today, our theme is an adequate standard of living. That means we need to have enough shelter, warmth, food, and clothing to survive. Shelter is what we get from our houses. Who made a house today? Do you think it's that easy to build a real house for a whole family? No! And it costs more money, too, so some people can't build a real house for their family and some children don't have a place to live. What do you think about that?. . . When people don't have a safe and dry shelter, or home, to live in, they don't have an adequate standard of living."

3. "Let's sing a song now that helps us remember we all need shelter. Sing: "Little Cabin in the Woods," and "One Little House."

4. "Did every one get a chance to make and taste butter? The butter-making activity symbolizes our need for food. Some people don't have enough food either. Then they don't have an adequate standard of living either." Sing some food songs like: "Apples and Bananas," "I Eat My Peas With Honey," "Peanut, Peanut Butter."

5. "Every one needs a home, even our animal friends. Here's a song about our animal friends. Sing "Baby Beluga," "Houses," or "I Have a Little Turtle."

6. Sing your regular closing song and "This Little Light of Mine."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 5

1. Invite children to the circle with a gathering song. Sing: "The Name Chant" or "Everybody Stand up Tall."

2. "What did you eat for breakfast? . . . For lunch? . . . Good food is your parents' way of helping you get what you need to grow heathy and strong. What do you think you need to do to help your parents? Let's sing those eating songs again. Sing: "I Eat My Peas With Honey," "Peanut, Peanut Butter," "Apples and Bananas."

3. Read *Everybody Cooks Rice.*

4. "Remember building houses in class today? What kind of home do you live in? An apartment, a duplex, a mobile home, a single dwelling home, a condominium or townhouse? Who knows

what kind of home you live in? Your parents, or the adults who care for you, provide houses and homes so you get what you need to grow healthy and strong.

5. "What do you think you could do to help make sure you grow up healthy and strong? What can you do to help your parents with your home?

6. "Let's sing about our homes: "Houses," "Little Cabin In The Woods," "I Have a Little Turtle."

7. Read *And So They Build* or *A House Is A House For Me.*

8. Close the circle with: "The More We Get Together."

Parent Education — Session 5

Preparation: Using *The State of America's Children*, published by the United Nations on an annual basis, and available in most libraries, and using the United Nations' web site, choose statistics that demonstrate how children are currently suffering from inadequate standards of living with regard to their nutrition, housing, and medical care. Write ten (or so) statistics on different pieces of chart paper and post around the room. Also write the topic title "Adequate Standard of Living" on chart paper.

1. **Greeting:** Welcome participants as they are coming in and invite them to move around the room, reading statistics for about five minutes. Call participants to gather.

2. **Action steps and journaling report:** "Before we discuss the statistics on the wall, let's get a lift by hearing someone share something they learned about rights and responsibilities from discussion with their child. . . . Or, who has anything they would like to share about action steps?" (If the group is not forthcoming, offer some comments yourself about an action step you recently took or a child you learned from.)

3. **Start-up activity:** Invite parents to share their thoughts about the statistics on the wall. Ask these questions:
   * What are your reactions to these statistics?
   * What is needed to create a change?

   "These statistics help us look at our topic today: 'Life Survival, Healthy Development and Adequate Standard of Living.'"

4. **Discussion:** Separate participants into small groups. Make sure they have copies of the *United Nations Convention on the Rights of the Child.* Give each group a discussion topic A, B, or C (below). Ask them to spend five minutes in discussion and examination of these articles, then work on answering the questions.

A. Right to adequate housing (CRC Articles 4, 6, 27)

1. How might we as individuals and as a nation increase the quality of housing and improve

the standards of existing housing for all people?

2. How might cities and suburban areas become partners in strategizing ways to provide adequate housing for all people?
3. Do you believe adequate housing is a human right?

B. Right to adequate nutrition (CRC Articles 4, 6, 27)

1. How do our choices at the grocery store make a difference within each of our families for attaining "adequate nutrition"?
2. Define "adequate nutrition."
3. How does meeting the right to adequate nutrition promote the "medical services" part of this right? For instance, if children are adequately fed, do they get sick as often as those who don't get their nutritional needs met?
4. How would a strategy look that addresses adequate nutrition for children living in poverty?
5. Do you believe adequate nutrition is a human right?

C. Right to medical services (CRC Articles 4, 24, 26)

1. What can be done within our society to ensure that services provided are used properly and that these rights are not abused?
2. In order to make sure our child is getting the best medical care, what could be done to prepare for a visit to a clinic or hospital?
3. How does immunization protect our children, and ensure their right to medical services?
4. Is medical care a human right?

5. **Reports to large group:** Small groups now have an opportunity to state their questions; report their thoughts and further discuss their questions. Plan to spend ten to fifteen minutes per small group.

6. **Journaling Assignment:** Distribute *Quotations About Children* **(Handout PE #5)**. Ask parents to spend a few moments reading and reflecting on these quotations. Next, provide time for writing in journals on the following:
   * Sylvia Hewlett says, "Children are increasingly relegated to the margins of life." How do I do that with my children? What am I willing to change?
   * How do I demonstrate my concern for the next seven generations? (see American Indian wisdom). Is there more that I can do to demonstrate this? Do I want to choose giving up something in my material world to preserve the Earth for others?
   * What is my responsibility to "all children?" (see Carl Sandberg's quote).

7. **Closing:** Today your children talked about ways they can work together with you to ensure that they have an adequate standard of living. The next time they refuse to take care of themselves or eat healthy foods and so on, remind them that there are children in the world who don't have an adequate standard of living, and you have made a commitment to help them have one. Ask for their help in meeting your commitments. Your *Human Rights Action Steps Journal* will give you ideas of ways to help children find opportunities to demonstrate their empathy through helping other people and animals to achieve an adequate standard of living. Keep working on your actions steps, and we'll continue to hear about your actions."

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout #5

Quotations About Children

"There is only one child in the world and the child's name is All Children. . . This child speaks our name."
Carl Sandberg

"The decisions we make now affect the seven generations of children to come."
American Indian wisdom through Carol Pierce

"If the child is safe, everyone is safe."
G. Campbell Morgan

"If our American way of life fails the child, it fails us all."
Pearl S. Buck

"There is no finer investment for any country than putting milk into babies."
Winston Churchill

"In the titanic struggle to get ahead. . .children are increasingly relegated to the margins of life."
Sylvia Ann Hewlett

"Two parents cannot raise a child any more than one. You need a whole community — everybody — to raise a child."
Toni Morrison

"It is the obligation of all human beings to do what is right for children."
Bev Bos

SPECIAL PROTECTIONS — SESSION 6

Roots: Parents, communities, and governments that work for and support human rights for children take special care to support and protect those children with special challenges, such as those with disabilities, psychological trauma, and/or refugee status, and also work to protect the best interests of adopted and foster children (CRC Articles 20-25, 39-40).

Rights: Children have the right —
- to special care and protection when needed.

Responsibilities: Children are responsible for —
- helping to provide that special care and consideration for others who may need it;
- helping to advocate for what individuals need to achieve self-reliance and a full and decent life in society.

Session Outcomes

Children —

* increase their awareness of the challenges that individuals in special circumstances face (e.g., children who are adopted, those with disabilities, refugees, homeless children);
* participate in nurturing activities that encourage caregiving of those with special needs.

Parents —

* increase their awareness of the challenges that individuals in special circumstances face (e.g., children who are adopted, those with disabilities, refugees, homeless children);
* participate in nurturing activities that encourage caregiving of those with special needs;
* increase their skills for advocating for their children with special needs and for all those who need special care;
* learn what the *U. N. Convention on the Rights of the Child* states in regard to children in special circumstances;
* learn how to encourage children's citizenship skills and skills in social competence, resilience, and democratic living.

Materials needed:

Interactive Activities

* Paper in a variety of colors representing skin tones, scissors, and markers;
* Feely bag set;
* Smelling jars set;
* Dramatic play area set up as a clinic with dolls, beds, hospital paraphernalia, doll crutches, wheelchair, and any other equipment you have;
* Large muscle equipment for an obstacle course: climber, stairway, tunnel;
* A variety of beans, scoops, spoons, small tongs, ice cube trays, blindfold.

Parent Education

* Parent Education **Handouts PE #6a** and **#6b**;
* Blindfolds, ear plugs, wheel chairs, crutches, or walkers, ties for binding arms or legs and so on;
* Extra copies of *The Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **HELPING HANDS WREATH (ART)**

   Symbolizes the responsibility we all have to offer help to others in times of need.

- Children and parents trace their hands on different colors of paper.
- Parents help children cut out their hand shapes. All the hand shapes are pasted or stapled onto a paper plate to make a wreath. This can be a group activity or a family activity.

2. **HELPING HANDS BANNER (COOPERATIVE ART)**

   This encourages children to perform kind and just acts.

- Children and parents trace their hands and write on their tracing an act of kindness or justice that they have done. Hands are cut out and placed on a banner for the classroom. You may title it "Kindness and Justice," or some other appropriate name.

3. **FEELY BAG AND SMELLING JARS (SCIENCE)**

   Provides a challenging experience of using the senses of touch and smell, without sight, to identify and name common objects.

- The bag and jars are set up on a table. Cues are provided on the cue card.
- Children put their hand into the bag and try to guess what the object is without taking it out of the bag. They tell someone what they think the object might be then look and see and take out the object. They continue until the bag is empty.
- Smelly jars are opened one jar at a time. Children guess what they smell, then look on the bottom of the jar to see if their guess was accurate.

3. **MULTI-VARIETY OF BEANS (SENSORY) *T**

   Symbolizes the variety of people on earth.

- Place beans into the sensory table with scoops, small tongs, and tablespoons. Ask participants to use each utensil to pick up the beans. Suggest participants separate the beans by size and color. You can use egg cartons, muffin tins or ice cube holders for separated beans.
- Have a blindfold ready for those who wish to separate the beans without using their eyes.

4. **HEALTH CLINIC (DRAMATIC PLAY)**

   Provides practice in roleplaying positions in the medical profession.

- Set up dramatic play space with doctor kits, eye chart, bandaides, slings, stethoscopes, crutches, and wheel chairs.

5. **OBSTACLE COURSE (LARGE MUSCLE AND MOVEMENT) *T**

   Provides a physical challenge in movement.

- Set up the large muscle space so participants can walk, crawl, walk a narrow space (like a balance beam), jump from one space to the next, go up stairs and down, hop on one foot, walk backwards, or any other physical challenges you think of. Encourage participants to try this with crutches, blindfolded in a wheel chair, wearing earmuffs, and so on.

6. **ADOPT A DOLL (DRAMATIC PLAY, SOCIAL EMOTIONAL)**

   Taking on the care of a doll helps children practice the responsibilities we have as parents.

- Provide dolls and doll clothes.

7. **BOOK CORNER (LANGUAGE)**

   NOTE: As several books are too mature for toddlers, the Early Childhood teacher may wish to paraphrase them during story time.

   - *A Button In Her Ear,* by Ada B. Litchfield
   - *Arthur's Eyes,* by Marc Brown
   - *Glasses, Who Needs 'Em?,* by Lane Smith
   - *Here Are My Hands,* by Bill Martin Jr. and John Archambault *T
   - *Madeline's Rescue,* by Ludwig Bebe Imans

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

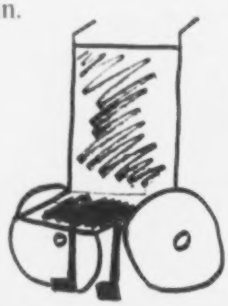
2. **Discussion:** "Today, we are learning about caring for those with special needs. Who tried out the adaptive equipment, like the crutches, for example?... Sometimes we can go faster on crutches, but they may take special practice to work well for us, and they are very tiring because we aren't used to walking with weight on our arms!... Was it harder to figure out what things were and how to move when blindfolded? What about when wearing ear muffs? What did you learn about people who are blind or almost deaf or need crutches?.. Who do you know that needs special care? What can you do to help them?...

3. "Let's sing a song about glasses called 'Here Are Grandma's Glasses.'" (Sing) "Let's sing the alphabet song, too. But today let's use American Sign Language to help us." Sing: "Alphabet Song." (See the American Sign Language alphabet in *Different and Alike* by Nancy P. McConnell).

4. "Here is another song using American Sign Language." Sing "Skin-a-ma-rink" (or another song you know in ASL).

5. "Last week we sang, "Little Cabin In The Woods" to remind us that everyone needs shelter. It also is a good one to remind us to help someone in need. Let's sing it again.

6. For closing, sing "You Gotta Sing (When The Spirit Says Sing)."



SEPARATE LEARNING TIME

Children's Learning Circle — Session 6

1. Invite children to the circle with a gathering song. Sing: "The Name Chant" or "Vivala Company."

2. "Today we are learning about helping others, especially when they have a special need, like when they are sick or have to have crutches or are blind and so on. We all have a right to get help when we need it. Our responsibility is to help others when they need it. How could you help people who were wearing glasses? Let's sing 'Here Are Grandma's Glasses.'"

3. "How could you help people who were deaf?. . . Let's sing the 'Alphabet Song' again using American Sign Language."

4. Read *Arthur's Eyes* or *Glasses, Who Needs 'Em?*

5. "We are all different, and we are all alike. The important thing for us to remember is that we are all happier when we share and help each other. We are all capable of helping someone else. Think about what you could do for someone this week. (Pause for children to think.) Who wants to share what they will do for someone this week?"

6. Sing "The Sharing Song" and/or "You Gotta Sing (When the Spirit Says Sing)."

7. Read: *Different and Alike.*

8. Close the circle with: "The More We Get Together."

Parent Education — Session 6

Preparation: Write the topic title, "Special Care When Needed," on chart paper or on chalkboard.

1. **Greeting and Introduction:** Welcome participants and thank them for their enthusiastic participation with their children in the *Interactive Activities.*

2. **Surveys revisited:** "The first day of class we took a survey. Since this class is our sixth, and we are half-way through this curriculum, let's take another look at these surveys." **Hand back the surveys**. Invite participants to look at their own. "Which questions would you answer differently today? Do you know more about human rights now than you did six weeks ago? Thanks for your feedback. Now we'll continue learning about today's topic."

3. **Discussion:** Invite participants to share anything they experienced with these activities, or learned from watching their children. Invite them to share any personal experiences they have had with disabilities. Ask participants if they have ever been in a situation where they had difficulty going about their business.

4. **Explain:** "It takes creative problem solving for many situations in daily living. How much more problem solving do those with physical limitations have to do?" Discuss the Americans with Disabilities Act (ADA) and what "disabled accessible" means.

5. **Experiential Learning:** Ask each participant to "take on" a physical limitation (have blindfolds, ear plugs, wheel chairs, crutches, ties for tying limbs together, etc.) Then, in pairs, explore your building to find out how accessible it is. Spend 15 minutes moving about the building. Be sure to use entrances, go up and down to different floors, and locate the restrooms. Reconvene, but keep your "adopted limitation" for this discussion:
   - How did it feel to move about with your new perspective? How did you learn about the world around you? Were you more conscious of other senses?
   - Was this building friendly or not friendly?
   - What needs to be changed?
   - What could have helped you?

6. **The Blind Meeting:** Invite participants to return to their "regular limitations." Hand out and take time to read silently or aloud the story *The Blind Meeting* (Handout **PE #6a)**, by Connie Titone Feldman.

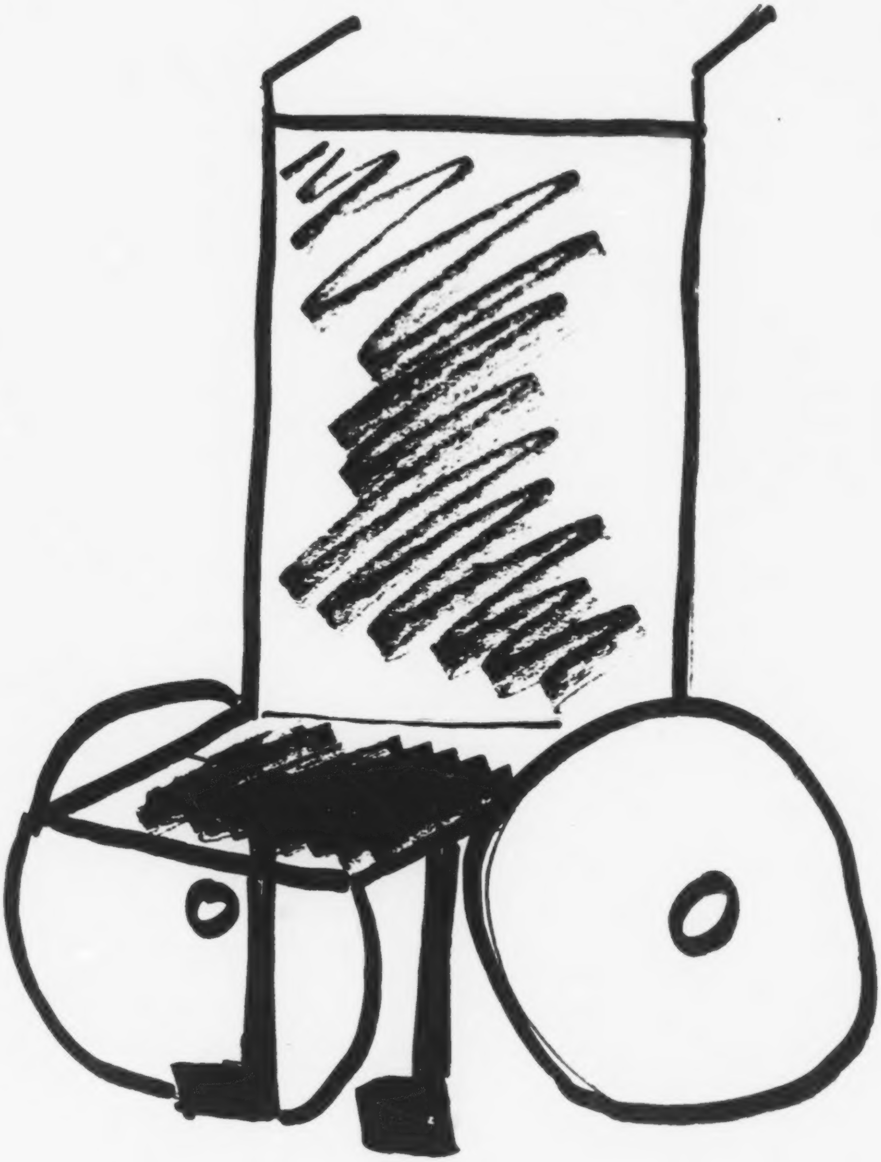
7. **Discussion:**
   Elicit participants' initial reactions, and discuss some of the following questions:
   - What provoked the man with the cane to a greater understanding, compassion, and openness to the other?
   - What cues do we use to determine whether another person is worthy of our understanding, compassion, or assistance?
   - Do these articles of the *Convention* help us in some concrete way to provide acknowledgment of others' needs? Do they prompt us to commitment or action?

8. **Summary:** Summarize the discussion and/or use the following summary information.

Children are provided different categories of rights by the *Convention:*

* Survival rights, in which children are assured of adequate standard of living and access to medical services;
* Development rights in which children are assured of education, access to information, play and leisure, cultural activities, and the right to freedom of thought, conscience, and religion;
* Participation rights such as having a voice in matters which affect their life, their right to an active role in society, and the freedom to express their opinion;
* Protection rights which are the ones we explored today, and more that we didn't discuss. These include protection from all forms of exploitation, cruelty, separation from family, and abuse in the criminal justice system. The *Convention* also includes obligations to children in special circumstances: Article 20 (which covers children without families), Article 21 (children who are adopted), Article 22 (children who are refugees), Article 23 (children who are physically or mentally disabled), Article 39 (children needing rehabilitative care), and Article 40 (children who are placed in care or detention).

9. **Journal Assignment.** Choose one or more of the following questions to address.
   - How do you advocate for your child?
   - In what special circumstances might you need to advocate for yourself or your child? (e.g., medical needs, school needs, financial needs/assistance, giftedness, mental retardation, AD/HD, physical disabilities)
   - In what ways do I see myself or my community as "blind" to special circumstances?
   - What opportunities or experiences have I had that have given me greater insight into the needs of others?



Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout #6a

The Blind Meeting

By Connie Titone Feldman.

This article was originally published in the Spring 1991 issue of *FORUM: The Newsletter of Educators for Social Responsibility*, Cambridge MA.

As I was walking down Brattle Street just across from the Blacksmith Cafe, I heard behind me the distinctive tap of a blind person's cane. Tap . . .tap . . .tap . . .tap . . . . So as to allow him to go by without bumping into me, I moved against the shop wall and waited for him to pass. Then I continued on my journey, and I watched him go.

The man touched the sidewalk with his cane—to his right and to his left—while walking confidently behind it. The rhythm made by the tap of the cane was definite and steady. He moved with great skill and assurance. Tap . . . tap . . .tap . . .tap . . . .

It was his cane that really captured my imagination. It was like an extension of his hand feeling for boundaries — for free space in which to move. The man was constantly adjusting his direction according to the message he received.

While my attention was focused downward, I caught a glimpse of a dog's legs and feet about eight feet away from the cane and moving toward it from the opposite direction. Instantly, I noticed that the dog and the cane were both serving the same guiding purpose for two different men, but the cane and the dog didn't see each other! The men's opposite shoulders collided with a terrific, yet unexpected force, and both blind men were thrown off balance. They were flabbergasted, flustered. They looked frightened, flushed in their faces. The man with the dog regained his composure quickly and walked steadily on, but the man with the cane became furious. He stopped and turned his body in the direction of the collision, and he started out shouting slowly with that same familiar tapping rhythm. His words gathered speed as he voiced them.

"You . . .stupid . . .jerk! . . . . You've run into a blind man! Can't you see where you're going?"

Do you know those instances when time and space are momentarily suspended, when consciousness slows the frame and you realize that you are getting an illuminating insight into something you are seeing or feeling? This was one of those times. I was still walking behind the man with the cane, and as I caught up to him, I moved close to him. I leaned closer, and I heard my voice whisper for only his voice to hear,

"The other man is blind too."

That simple knowledge changed this man's whole demeanor. I could actually visualize the transformation occurring. He quieted; he smiled; he relaxed. He stopped gesturing with his free hand, and he reached out to me with his words.

"Oh, he is? I didn't hear his cane. Where is he? Where has he gone? I want to talk to him. I didn't hear his cane!"

He hadn't heard his cane. . .That was an important admission! He had missed the clue he always looked for.

It was too late for a connection between those two. The blind man with the dog had disappeared into the morning rush-hour crush, while the blind man with the cane stayed behind. It was too late—a missed opportunity for mutual respect and support, for recognition and acceptance, for shared experiences, for enjoyment, for understanding that they are alike in their differences.

I told the man that the other man was gone, and that the reason he hadn't heard his cane was because he had a dog in its place. When he heard that, he abruptly turned away without a word and, resumed his rhythmic steps—tap . . .tap . . .tap . . . . I watched him go and I felt great sadness for this man and also gentle tenderness. I had a sense that in an important way he and I were alike. There was no opportunity for exploring it that day though.

This blind man had adopted only one criteria for identifying human beings who might be like him, who were a part of his "group": The sound of their rhythmically tapping canes. That sound had become a symbol for him that on some deeper, essential level the two were alike. When the unifying symbol was absent, so was the assumption of similarity and the incentive to relate.

Whether our symbols are canes, skin color, accent, or gender, it makes little difference. Our blindness is painfully apparent. How can we look beyond our own limited vision and understand that we are truly more alike than we know?

CONSIDERATION & CARE — SESSION 7

Roots: Parents, communities, and governments that work for and support human rights for children provide love and care in their environment and help the child learn that he or she is valuable (CRC Articles 3, 5, 9, 10, 18).

Rights: Children have the right to —

- care, protection, and guidance that is in their best interest and take into consideration their evolving capacities;
- live with their parents except when that is not in the best interest of the child;
- receive the love and care of adults.

Responsibilities: Children are responsible for —

- loving and nurturing others and understanding others as best able;
- learning about and expressing feelings.

Session Outcomes

Children —

* learn about and practice caring for others and communicating that care;
* practice understanding facial expressions and emotions;
* practice and participate in demonstrations of feelings.

Parents —

* understand the value of the individual, regardless of his or her qualities;
* understand their role in guiding, caring for, and protecting their children;
* understand the importance of every individual's participation in society;
* understand the state's role in assisting parents in caring for, guiding, and protecting their children.

Materials needed:

Interactive Activities

* Red, white, pink, and purple construction paper, scissors, glue, doilies, glitter;
* White paper, white crayons, water colors with brushes, water in small containers;
* Paper flowers with a hole in the middle for stringing, yarn, masking tape;
* Flannel faces with a variety of emotions displayed (puppets may be used instead);
* Lunch-bag size paper bags, yarn pieces, construction paper, markers, glue;
* Water, washcloths, towels, toy dishes.

Children's Learning Circle

* Easel and chart paper;
* Cut out heart shape;
* Glue;
* Red and white tissue paper;
* Black marker;
* Enough plastic eggs for each child in the class.

Parent Education

* *Horton Hears A Who,* by Dr. Seuss;
* Chart paper and markers;
* Extra copies of the *Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. COOPERATIVE FRIENDSHIP CARDS (ART, SOCIAL) *T

Symbolizes our love for each other and provides an opportunity to cooperate in a shared goal.

- Place construction paper, doilies, glue, scissors, markers and glitter on the art table. Participants cooperate to make a friendship card to display in class or give away. Older children and parents help younger children participate.

2. SECRET MESSAGES (SCIENCE) *T

Provides practice in communicating with and understanding each other, even when the message may be hard to find.

- Children draw a message or a picture with a white crayon on a piece of white paper. Adults help children use water colors to "find" the message or picture, by painting on the white page.

3. LEIS (MANIPULATIVE)

Leis are the Hawaiian symbol for love and friendship.

- Provide yarn cut into lengths, threaded through a large needle (plastic needles are available in variety stores) and taped on one end. Children string paper flowers onto the yarn to make a Lei. When you are finished, give your Lei to someone you love. (Hawaiians traditionally deliver a kiss on either cheek after placing the Lei around a loved-one's neck.)

4. PAPER BAG PUPPETS (CREATIVE EXPRESSION)

Provides practice in understanding facial expressions and emotions.

- Children create a puppet by creating a face on a paper bag using the materials at hand. They name the emotion they gave to the paper bag puppet.

5. WASH TOY DISHES (SENSORY) *T

Symbolizes our nurturing of each other & working together.

- Participants wash and dry toy dishes together.

6. BOOK CORNER: (LANGUAGE)

- *The Jewel Heart*, by Barbara Helen Berger
- *Mary Had a Little Lamb*, by Sarah Joseph Hale *T
- *Horton Hatches the Egg*, by Dr. Seuss
- *Momma, Do You Love Me?* by Barbara Josse *T
- *Big Boy*, by Mollel Toblwa
- *Feelings*, by Aliki
- *There's No Such Thing as a Dragon*, by Jack Kent
- *Horton hears A Who*, by Dr. Seuss

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing "Shake Hands With Friends and Say Hello," and "Vivala Company!" "This circle time is focused on 'the best interest of our children' and their right to consideration, care, protection, and appropriate guidance. Let's play a game that will help us understand what guidance means. While we play, watch what the parents do and what the children do."

3. **Game: Bluebird** (This game is an adaptation of the bluebird game found in *Wee Sing and Play* by Pamela Conn Beall and Sudan Hagen Nipp, 1981 on p. 26.)

   Instructions:
   1. Everyone form a circle with your hands held high to form arches.
   2. One child and parent will be our parent bird and baby bird.
   3. While we all sing this song, the parent bird leads the baby bird in and out of the arches.
   4. On the second verse, both the parent and baby bird tap someone on the shoulder. Then the new parent and child weave in and out, while the first bluebird pair takes their place in the circle.
   5. This can be repeated until everyone who wants to be a bluebird has had a turn.

4. **Discussion:**
   "What did you notice that the parents did when they were bluebirds? . . . Yes the parents guided the children. They showed them the way to go. That's what guidance means. Parents can show children the way to go so they don't run into people's arms and legs! Also, in our real lives, parents try to provide guidance for children about how to stay safe and have a healthy, happy life.

5. "What did the children do? . . . Yes, the children followed the guidance of their parent. Do you always listen when your parent gives you guidance like, when your mom or dad says, 'Time for bed'? . . . Sometimes its hard to take guidance. But it is your responsibility to listen and consider the guidance of a parent. Then, sometimes you may have to talk about it if you disagree. But whenever you can, follow the guidance of your parent, because it will make your life more peaceful and healthy! And, since you are all very important to me, I want that! It's also my responsibility as an adult in this community to look out for the best interests of the children."

6. Do your regular closing song or "This Little Light of Mine."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 7

Preparation: Cut out a big red heart from construction paper. Place it on the easel paper and glue it down. Place completed paper with heart on the easel.

1. **Learning Circle Activity:**
   Explain: "Today we are talking about providing love and care to children. Sometimes that means providing guidance, like we talked about in Community Circle. Remember our Bluebird game and how we were guided by our parents? Our parents gave us gentle guidance as a gift. Sometimes being loving and caring means giving other gifts of love. Today let's make a beautiful gift of love to ourselves, okay?" (Point to the heart.)
   - Hand out tissue paper and ask each child to crumple up their piece of tissue.
   - Spread glue around the complete heart shape.
   - As you say each child's name, ask that child to bring their tissue paper up and press it onto the glue around the heart shape. Write their name near their tissue paper.
   - When you finish the heart, attach it to the classroom wall. Celebrate your gift of love to yourselves. Sing Barney's, "I Love You" song together to end this part.

2. Next, give each child a plastic egg. Ask them what they can do to care for it. Ask them to practice caring for it while you read them a story about an egg. Remind them that caring for it can be holding it carefully and gently. Read *Horton Hatches An Egg.*

Books to read:
Choose at least one of these, then read as many as there is time for. *Mary Had A Little Lamb* by Sarah Joseph Hale; *Horton Hears a Who,* by Dr. Seuss; *The Jewel Heart* by Barbara Helen Berger (pharaphrase this one for younger children).

More Songs to sing:
"Skin A Ma Rink," "Vivala Company," "Sharing Song," "The More We Get Together."

Parent Education — Session 7

Preparation: Write the topic title, "Consideration and Care," on chart paper or on chalkboard.

1. **Action Steps and Journaling Report:** "Who would like to share something they did as an action step this week? Would anyone like to share something from their journal?"

2. **Introduction:** The articles in this session (CRC Articles 3,5,9,10, and 15) have to do with the right to care, well-being, and consideration of what is in the child's best interest. They remind us that our parenting is critical to children's sense of belonging and feeling understood. They also deal with the parent's rights and responsibilities and the state's duty concerning the child's best interests.

3. **Read:** *Horton Hears A Who*. Begin by reading the first page and then hand the book to another person in the room. Each person reads one page and passes the book around the table.

4. **Discussion:**
    1. What is the main idea of this book?
    2. What other messages or themes did you pick up? Make a list on chart paper of parent's responses.
    3. Horton had choices. What choices did he make?
    4. A person uses personal power with every choice they make. Horton became an inspiration to others because of the choices he made. What are some choices parents make regarding their children?
    5. Which of the Who's rights was Horton recognizing?
    6. Horton certainly had the best interest of the Who as a "primary consideration." How is the role Horton played similar to the role you play as a parent?
    7. What happened when the Whos' voices were finally heard by others? How do you think Horton felt when the Whos were afforded the support of the whole society?

    "The *United Nations Convention on the Rights of The Child* has been described as a 'Magna Carta' or 'Bill of Rights' for children. According to the *Convention*, the responsibility for meeting a child's needs rests in the hands of the child's family in the first instance — followed by the government and society at large. CRC Articles 3, 5, 9, 10, and 18 are all concerned with the responsibilities Horton provided and the rights afforded to the vulnerable Whos." Provide about five minutes for participants to read the articles.

5. **Discussion:**
    1. Looking at this from a parent's point of view, how does this document affect the obligations and responsibilities you currently have regarding your children?
    2. How does it protect the rights you feel entitled to as a parent?
    3. If you/your family were prevented from providing for the best interests of your child, this document clearly assigns the responsibility or obligation to the government and larger society. How might you see this obligation being fulfilled?
    4. How do we, as parents, demonstrate that we have our child's best interests as our goal?
    5. What are examples of putting parents' or government's interest ahead of the child's best interest? How can we protect the child's best interest?

    NOTE: *The main underlying principle of the Convention is that the best interest of the child shall always be a main consideration — whether in the first instance, by parents, or failing that, by a society which has committed itself to that end.*

6. **Journal Assignment:**
    * What does consideration of the child's best interests mean for you?
    * In what ways do your actions, decisions, and choices reflect your consideration of your child's well-being and best interests?
    * What do I want to remember from these articles to help in guiding my child?

FREE EDUCATION — SESSION 8

Roots: Parents, communities, and governments that work for and support human rights for children provide free and compulsory education for every child, aimed at developing the child's personality, talents, and mental and physical abilities to the fullest extent, school discipline that is consistent with the child's rights and dignity, and continuing access to information and lifelong learning (CRC Articles 17, 28, 29).

Rights: Children have the right to —
- free and compulsory education;
- discipline consistent with their rights and dignity;
- education that prepares them for an active adult life, fosters respect for their parents, cultural identity, language, and values, and for the cultural background and values of others.

Responsibilities: Children are responsible for —
- applying their attention to learning;
- being prepared to benefit self and society;
- cooperating with teachers, parents, and others.

Session Outcomes

Children —

* gain understanding of their responsibilities in obtaining an education.

Parents —

* understand the right of every child to be educated;
* understand their responsibility in supporting their child's education;
* learn ways to prepare children for assuming their responsibilities in society;
* increase skills for problem-solving in a group.

Materials needed:

Interactive Activities

* Three colors of paint, marbles, plastic spoons, construction or other paper, cardboard box with sides cut down to two inches. A shoe box cover works well with small sheets of paper;
* Any set of blocks;
* Easel, paper, and two colors of tempera paint;
* Outline of a hopscotch board on the floor. Use masking tape for carpeted floor or chalk for a cement floor. Make it large enough for standing on each number without stepping on a dividing line;
* A small bean bag or stone for each player.

Children's Learning Circle

* Small shoe to pass;
* Art easel with paper.

Parent Education

* Parent Education Handouts **PE #8a and #8b;**
* Extra copies of the *Convention on the Rights of the Child*;
* Chart paper or chalkboard and pens or chalk.

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **PLAY SCHOOL (SOCIAL-EMOTIONAL SKILLS/DRAMATIC ARTS)**
   Provides the children with the experience of being the teacher. Reversing roles with parents/teachers often gives insights.

- Child pretends to be the teacher in a small classroom set up in the drama area. Parent pretends to be the student. Parent asks questions so the child can be a teacher.

2. **MARBLE PAINTING (CREATIVE EXPRESSION) *T**
   Provides practice in creative play and artistic expression.

- Parent and child create art designs by rolling marbles in different color paints and then on sheets of paper in a box. For toddlers, you might like to use golf balls instead of marbles.

3. **BLOCKS (MANIPULATIVE/ PRE-MATH SKILLS) *T**
   Provides concrete learning in pre-math concepts.

- Parent and child manipulate classroom unit blocks to create structures, roads, buildings and designs.

4. **MIXING PAINT COLORS AT EASEL (CREATIVE EXPRESSION)**
   Provides opportunity for education about primary colors and creation of secondary colors.

- Provide red, yellow, and blue paints and place two of these colors on either side of the easel; add paint brushes and extra cups in which to stir new colors. Participants will mix two primary colors to create a new color.

5. **BOOK CORNER (LANGUAGE)**
   - *Helping Out,* by George Ancona
   - *Julius,* by Agelo Johnson
   - *We Play,* by Phyllis Hoffman *T
   - *Crow Boy,* by Turo Yahima
   - *My Apron,* by Eric Carle
   - *The Fourth Question: A Chinese Tale,* by Rosalind C. Wang

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing "Shake Hands With Friends and Say Hello."

   "Today, I'd like to tell you a story. . . Once upon a time there was a land where only the sons and daughters of the kings and queens and very rich people went to school. All the other kids had to stay home and work with their parents all day long. They were not allowed to go to the schools. Some would learn many things from their parents, but some would not learn very much. Who can name a few things they learned from their parents?" (Take a few comments.)

". . . Anyway, back to our story. Some of the people began to worry that the children weren't learning certain things they needed to know. Like, they didn't know how to count, so things couldn't be fair. They didn't know how to read, so people couldn't read the good stories others wrote. So the people got together, and they decided to build a school for all the children.

"Let's see what's involved in building a school. Let's use these materials and build one ourselves. We won't take years and years; we'll just take a few minutes." (Provide Legos or Tinker Toys, or Lincoln Logs, or blocks for small groups, or for the entire group, if small enough. Notice how some people begin to give directions, others are silent, some are helpful, some are watching.)

"The people in our story had some trouble building their schools. Some people wanted to do it one way, other people wanted to do it another way. Some people were planners, some were doers, and others were watchers and evaluators. Finally, they came to some agreements and were able to build together. When they finished their school, they were very happy. Did you experience any of the same things in your building project?" (Discuss for a few moments what their building experience was like. Ask, "Who was a leader in your group? Who was a builder? Who was an evaluator?") "All these roles are important."

"In our story, after the community finished their new school building, they found a teacher and the kids came to school. Most were very happy to finally be able to come to school to get an education, but others didn't take the responsibility to work hard and learn in school. The people who built the school were very sad that some children didn't seem to appreciate all the hard work and money it took to build their school. But they still kept the school going for all the kids who were eager to learn.

3. "The *Convention on the Rights of the Child* says that kids have a right to have their education be free, all the way up to 12th grade. Do you have any brothers and sisters who are in school? Well, they get to go to school free. Isn't that great? In some places in the world they don't have it set up that way, and the kids don't get to go to school because there is not even a school there, or the people can't afford it! Do you think it's fair that you can go to school and they don't?"

4. "It is a great gift of our society to help children get an education. What do you children think you need to do to show you appreciate this gift?" (Talk about the responsibilities of being a student. Thank children for their thoughts and everyone for their contributions.)

5. Sing your regular closing song or "This Little Light of Mine."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 8

Preparation: During the free choice time, observe children and look for ways they contribute to society or the classroom: cooperating, helping, cleaning up, paying attention, thinking hard, and so on. Take notes so you have a comment for each child.

1. Gather the children with your gathering song.

2. Thank children for their contributions in the play area and the Community Circle. Tell them some specific ways you saw them appreciating the gift of an education. For example, thank those who helped others, helped clean up, or cooperated in a game. Try to find something to thank each child for.

3. "You are doing a good job of taking your responsibilities for getting an education. Let's practice being responsible learners and learn a game to play."

4. "Cobbler, Cobbler, Mend My Shoe" game:

   Sit in a circle with legs crossed. One person has a shoe, which is passed around the circle behind everyone's back as you sing or chant this verse.

   Cobbler, Cobbler mend my shoe. Have it done by half past two.
   Mend it up and mend it down. Have it done when I come from town.

   Ask, "Who do you think has the shoe?" Invite children to say aloud who has the shoe. The guesser is celebrated for being a responsible learner and paying close attention. Then he or she gets to start the shoe. While the shoe is being passed, chant the verse again.

5. Your regular closing song or "This Little Light of Mine."

   Books to read:
   Helping Out, by George Ancona
   The Saucepan Game, by Jan Ormerod
   My Apron, by Eric Carle

   Songs to sing:
   "Vivala Company," "Sharing Song," "Ring Around the Rosie" (*T), "Pat -a-Cake" (*T), "The More We Get Together."

Parent Education — Session 8

Preparation: Write the topic title, "Free and Compulsory Education" on chart paper or chalkboard.

2. **Action Steps and Journaling Report:** "Who would like to share an action step they did this week, or something from their journal? . . . Thank you. Every time we take action or do reflective thinking we learn. Education, or learning, comes in many forms."

3. **Activity:** "Let's think for a minute about the "education" — the learning we experienced in the parent/child interaction time." List the activities each parent and child did in the early childhood classroom. Ask, "Why did we have these activities? What learning or potential learning did our child gain from each activity?"

4. **Explain the following in your own words, if it doesn't come out in the previous discussion:** "We know that education starts at the earliest age, and we are still learning at the end of our lives. This program is a perfect example of adult learning. One of the things we know, too, is that children learn through their play and recreation. Playing is a child's work."

   "The focus in early childhood education is toward hands-on, active learning. Children learn reading, writing, and problem-solving through play. For example, **marble painting and color mixing** develop small muscle coordination, creativity, and self-esteem through satisfaction in the process of a project, organization in following the steps of a project, and learning how to follow directions from the teacher or parents present. **Block building** teaches mathematical concepts (for example: two small blocks are equal in length to one long block), spatial relationships, creativity, and cooperation skills. Organized games with rules like **hopscotch** teach spatial relationships, physical skill development, turn taking, rule following, and concepts of competition. **Circle time** teaches cooperation skills, listening skills, following directions, skills in answering questions in a group setting, word meanings and rhyming, coordination, rhythm, and musical development with voice and body."

5. **Discussion:**
   Distribute *Why Teach and Learn About Human Rights in Schools?* **(Handout PE #8b),**
   - Do you believe children have a right to this kind of learning? Why or why not?
   - What does a free education mean to you? What does the law say about a child's right to education?
   - Read CRC Articles 17, 28, and 29, either as a group or individually.

6. **Small group activity:** Ask the class to divide into three groups — one to focus on each of the three articles. Ask them to condense to one sentence the article they are assigned.

   There are short summaries below, along with questions that may be asked to stimulate discussion on each article:

Article 17 speaks to the education of the masses and the influence of the media on how our children develop.

- What is our role in this type of education?
- How can we advocate for our children's best interest?
- How can we be role models?
- What are our responsibilities, as parents, in supporting our children's learning?

Article 28 deals with the system of education.

- What is this article telling us to do?
- Are we doing this in the United States of America?

Article 29 speaks to preparation of our children for living in our society and for helping our children reach their fullest potential.

- What is this article saying about this?
- How are we doing as a nation in helping our children achieve these goals?
- Are the systems set up to support the best interest of the child?
- If children have a right to a free education, what are their responsibilities?

7. **Discussion:** Distribute *Twenty-five Lessons for Life* **(Handout PE #8a) and ask participants to read it over.**
   - Would you design an educational program around Marian Wright Edelman's 25 lessons? Why or why not?
   - What should education prepare children for?
   - Which points made in the education articles of the *Convention* are addressed or covered by Edelman in these *Twenty-five Lessons for Life*?
   - What implications might these articles have on our current educational system?
   - What might Edelman be saying about our current educational system?

8. **Optional Discussion:** Play/Learner developmental concepts.
   You may wish to add some information on how recently public education was established in the United States. U.S residents have gained the **privilege** of education, but it's not so available in all other countries of the world. The class may want to:
   - Discuss whether education is a privilege or a right — or both;
   - Brainstorm how education has helped them;
   - Generate a list of things they want to learn about and/or things they want their children to learn;
   - Generate a list of things parents teach their children;
   - Discuss opinions concerning illegal aliens and recent refugees having these same education privileges as those who have been born in this country.

9. **Journal Assignment:**
   1. Many times our attitude about schools and learning is affected by our own experience. What is my attitude about getting an education?
   2. If my own experience was positive, how can I help my child to have a positive experience as well? If my own experience was negative, how do I talk about education with my children?
   3. How do we want our children to approach learning or education? How can we help them to

do so right now (when they are toddlers and preschoolers)?

4. Who might support these articles we have discussed today? Who might oppose them? Why?
5. What are the implications/consequences of these articles for underdeveloped nations? What might my role be in supporting high quality education for all?

10. Summary: "*The United Nations Convention on The Rights of the Child* identifies the aim of education and calls for the full development of the child's personality, talents, mental and physical abilities, and respect for human rights and values. It also prepares the child for life in a free society in the spirit of peace, tolerance, equality, and respect for the natural environment. Thank you for helping to make that happen."

11. Assignment: "Next week we will talk about children's right to play and express their culture and religion. Before we meet again, I'd like each of you to think of a game that is played in,the country of your ancestry, or in some way represents an aspect of your heritage, to teach the group during our *Community Circle* time. If you can't find a game to play, bring in a memento to share that represents your religion or cultural heritage. Plan to briefly describe it to the group. You may also bring in favorite family books to share with the children in the *Children's Learning Circle*."

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout # 8a

Twenty-five Lessons for Life

by Marian Wright Edelman
from *The Measure of Our Success*

1. There is no free lunch. Don't feel entitled to anything you don't sweat and struggle for.
2. Set goals and work quietly and systematically toward them.
3. Assign yourself.
4. Never work just for money or for power. They won't save your soul or help you sleep at night.
5. Don't be afraid of taking risks or of being criticized.
6. Take parenting and family life seriously and insist that those you work for and who represent you do.
7. Remember that your wife (spouse) is not your mother or your maid but your partner and friend.
8. Forming families is serious business.
9. Be honest.
10. Remember, and help America remember, that the fellowship of human beings is more important than the fellowship of race and class and gender in a democratic society.
11. Sell the shadow for the substance.
12. Never give up.
13. Be confident that you can make a difference.
14. Don't ever stop learning and improving your mind.
15. Don't be afraid of hard work or of teaching your children to work.
16. Slow down and live.
17. Choose your friends carefully.
18. Be a can-do, will-try person.
19. Try to live in the present.
20. Use your political and economic power for the community and others less fortunate.
21. Listen for "the sound of the genuine" within yourself and others.
22. You are in charge of your own attitude.
23. Remember your roots, your history, and the forbearers' shoulders on which you stand.
24. Be reliable. Be faithful. Finish what you start.
25. Always remember that you are never alone.

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout #8b

Why Teach and Learn About Human Rights in Schools?

1. To know about basic rights and fundamental freedoms is part of everyone's birthright, and should be part of the curriculum of all young people. For students living in countries that are members of the Council of Europe, where human rights are not just claims and assertions but part of the legal framework, human rights are part of every student's law-related education.

2. Human rights cases and issues are humane and can interest and encourage the humanity of students.

3. Human rights offer a value framework suitable for modern society which is multi-cultural and multi-faith and part of an interdependent world. Human rights are an essential element in education for modern citizenship.

4. Human rights offer young people something positive in which to believe.

5. No man or woman is an island. We are all our brothers' and sisters' keepers and helpers.

6. Young people have rights and responsibilities and developing an awareness of them is a proper part of education in citizenship.

7. Important organizations — such as the United Nations, the Council of Europe, and some national human rights commissions — support the teaching of human rights in the schools.

8. The facilitation of nonviolent change is the most urgent task today—both within societies and between societies.

9. Teaching and learning about human rights can contribute to a political education which transcends party politics.

10. Teaching about human rights affords students opportunities for active learning and working on nonpartisan projects — such as conducting campaigns on behalf of political prisoners, raising funds for famine relief, or providing housing for the homeless.

PLAY, RECREATION, AND CULTURAL LIFE
SESSION 9

Roots: Parents, communities, and governments that work for and support human rights for children provide opportunities for children to play and learn about their culture and their family's religion (CRC Articles 30-31).

Rights: Children have the right to —
- play and recreation;
- cultural expression;
- learn about and practice their religion.

Responsibilities: Children are responsible for —
- engaging in play and leisure time activities;
- being tolerant of culturally different recreational and religious activities;
- respecting others' rights and space.

Session Outcomes

Children —
* recognize the right of every child to have opportunity to play;
* practice respecting this right while playing together;
* share games associated with their own culture and learn new games from others.

Parents —
* understand the value of play for a child's development and learn new play activity ideas to use at home;
* understand the value of sharing their cultural and spiritual values and customs with their children;
* enhance family empowerment and encourage commitment to the *Convention* by encouraging families to play;
* foster a spirit of tolerance and curiosity about other's games and religious practices;
* provide a venue for learning from each other.

Materials needed:

Interactive Activities
* Bubble solution, bubble wands, and devices for making bubbles.
* A large variety of dress up paraphernalia, including hats, clothing, gloves, shoes, and so on.
* One or two large sets of blocks. This may include Lincoln Logs, DUPLOS, Unit Blocks, or others.
* Flannel board story kits or pieces for children to create their own stories and a large flannel board.
* *Janet's Playdough Recipe*, the ingredients for Playdough, an electric fry pan, wooden spoon, measuring cups, measuring spoons and sandwich-size zip-lock bags. See *Session 2* for playdough recipe.

Children's Learning Circle
* Two puppets.

Parent Education
* Parent Education **Handout PE #9;**
* Table toys such as jacks, cushball, deck of cards, tops, yo yos, gyroscope, etc.;
* Flip chart and markers;
* Pencils or pens.

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. BUBBLES OR WATER PLAY WITHOUT BUBBLES (SENSORY) *T

Provides opportunity for individual and cooperative play.

- Fill the sensory table with bubble solution. Provide wands and cups for participants to use in making bubbles. (The cue card is in Appendix B with Session #1, p. 103.)

2. DRESS UP (SELF CONCEPT, ROLE IDENTIFICATION)

Provides for imagination and day dreaming; incorporates past experiences to create new scenarios.

- Children use a variety of hats, clothing, silk scarves, shoes, and props to create a temporary new self-image. They can pretend to be anyone they choose. Provide ethnically diverse clothing if possible.

3. TOPS (MANIPULATIVE)

Provides opportunities for small muscle development and coordination.

- Place a variety of tops on a table top for children to twirl. You may tape sections of the table to define spaces. One way to confine the tops is to tape bulletin board edging around outside of table as a guard.

4. STORY AREA-FLANNEL BOARD (LANGUAGE)

Provides an opportunity to practice language skills and create with imagination through shared stories.

- Children and parents will create stories using various flannel cutouts with their parents to illustrate the story they are making through imagination.

5. PLAY DOUGH (MANIPULATIVE, SENSORY) *T

Symbolizes the creative energies of learning.

- Parents and children cooperatively experiment with the medium of play dough and produce varied sculptures. (The recipe and cue card are in Session 2.)

6. BOOK CORNER (LANGUAGE)

- *Dancing With the Indians*, by Angela Shelf Medearis
- *Piggies*, by Audrey Wood *T
- *The Keeping Quilt*, by Patricia Polacco
- *Mirandy and Brother Wind*, by Patricia C. McKissack
- *The Snowy Day*, by Ezra Jack Keats
- *Latkes and Applesauce*, by Fran Manuskin
- *Miss Mary Mack*, by Joanna Cole
- *Sauce Pan Game*, by Jan Omerod

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. **Preparation:** "Today we are learning that children have the right to enjoy their own culture and practice their own religion and language. Children also have the right to play. Children are responsible for allowing others to play, not destroying equipment, following rules, and being tolerant of culturally different recreational activities.

   "We are able to exercise this right when we enjoy our cultural celebrations. Who can name a celebration that you enjoy: (possible answers might be, birthdays, weddings, Cinco de Mayo, Fourth of July, Christmas, Hannukah, Memorial Day, Children's Day, Kwanza, New Year's, etc.) It is our responsibility to make sure others can practice their celebrations and rituals, too."

3. **Share games**: Parents share games they have prepared or the teacher may share one of his or her own culture's games. Play the game if it is short. Many games can be found in *Wee Sing and Play: Musical Games and Rhymes for Children* by Pamela Conn Beall and Susan Hagen Nipp, 1981.

4. **Sing:** "The Hokey Pokey," or "Ring Around the Rosie" (for toddlers).

5. **Share mementos:** Parents share mementos of their religion or home or family culture.

6. Sing your regular closing song or, "This Little Light of Mine."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 9

Preparation: Bring two puppets, and have a skit prepared that you can do with them. You can use the one below, or choose a skit that is relevant to your community and its population. You may want to use a problem that has occurred between children in your setting.

1. Invite the children to the circle with the gathering song.

2. "As you learned in *Community Circle*, you all have the right to play and enjoy your cultural life. . . . Well, I have two friends, here (introduce puppets) who don't always respect other's rights to play. Would you like to see what happened the other day with our friends, Jan and Sam (puppets' names)?"

   Example skit:
   Puppet 1: Hi everybody, my name is Jan.

Puppet 2: Hi, everybody! I'm Sam, and I'm building a bridge. (Puppet is working with blocks.)

Jan: Hey, Sam, I need those blocks for the airport I'm building. (Jan takes some blocks.)

Sam: Hey! Don't do that! You're taking away my right to play!

(Puppets tussle over a block.)

3. **Discussion:**
   - What do you think Jan could have done differently?
   - Has anyone ever interfered with your play?

4. "Who would like to be our puppets and do a different ending to the story?" Choose children to act out the play again with the puppets, but coach them in some respectful ways to play together to share, take turns, or use other solutions they think of themselves.

5. "I know you all can act very respectfully and responsibly toward each other. In fact, I've seen __________________________ (site examples of children acting responsibly during the class time). Thank you all for observing the rights of children."

6. Invite children to suggest their favorite songs. Sing a few.

7. Conclude the circle with the songs suggested below or some of the children's favorites: "Ring Around the Rosie," "The Hokey Pokey," "Sharing Song," "The More We Get Together."

   NOTE: An optional, playful activity is to have children act out poems. The following books contain numerous songs, fingerplays, and poems.

- *Arroz Con Leche: Popular Songs & Rhymes from Latin America*, by Lulu Delacre
- *Clap Your Hands Finger Rhymes*, by Sarah Hayes & Toni Goffe
- *Music in Motion* (Signing in Sign Language), by Michael David Wojcio
- *Dancing and Singing Games*, by Pie Corbett and Sally Emerson
- *Helping Out*, by George Arcona
- *Margaret and Margarita*, Lynn Reiser

Parent Education — Session 9

Preparation: Write the topic title, "Right to Play, Culture, and Religion," on chart paper or on chalkboard.

1. **Action Steps and Journaling Report:** Ask parents to share action steps or journal entries.

2. **Introduction:** On flip chart write the following statement: "Keeping in mind you are your child's first, most important, and most continuous teacher; what is your goal in teaching your child about play?" Ask each parent to give their response to this question.

3. **Information about play**:

* Children's play is exploration of materials, exploration of a new process, and manipulation of the world around them. Allowing children the freedom to explore their world gives them time and opportunity to get to know about materials before we impose the rules necessary for conformity to society.

* Adults can direct children's play in very simple ways: a small suggestion or comment, adding a new prop to dramatic play, one word or reminder of a rule, and so on.

* Adults shouldn't intrude on child's play unless they are invited. Certain toys are meant to be shared. When adults observe the play and involve themselves in a logical way, allowing for their child's direction, the child can feel valued and validated.

* It's wonderful when the adult can bring the child along and encourage the child to join in their recreation. Today, we call this family recreation. Things like biking, card or board games, camping, and kick ball are activities in which children love to be involved.

4. **Discussion**:
Distribute *Development of Play*, **(Handout PE #9)**. Discuss the star illustration as an integrated whole. One needs to play in all five areas to become a well-rounded person.

5. **Small Group Activity:**
Divide parents into five small groups. Each group is assigned an aspect of learning through play:

Group 1 - Physical
Group 2 - Emotional/Feeling Awareness
Group 3 - Creativity/Imagination
Group 4 - Social Relationships
Group 5 - Moral/Political Sense

- Ask parents in small groups to brainstorm activities that would enhance learning in each of these areas. Give the groups ten minutes. Record their ideas on chart paper

6. **Play Activity:**
- Break into pairs and ask one person to pick a toy from your collection on the table and engage the partner in play, using the toy. Spend about five minutes in play.
- Discussion:
    1. How did this experience feel to you? (Were you having fun? Wasting time? Feeling confused or anxious?)
    2. What is your favorite play experience from your childhood?
    3. Was there a game or games you remember doing and loving?
    4. What did those games teach you?
    5. What do you play with today?

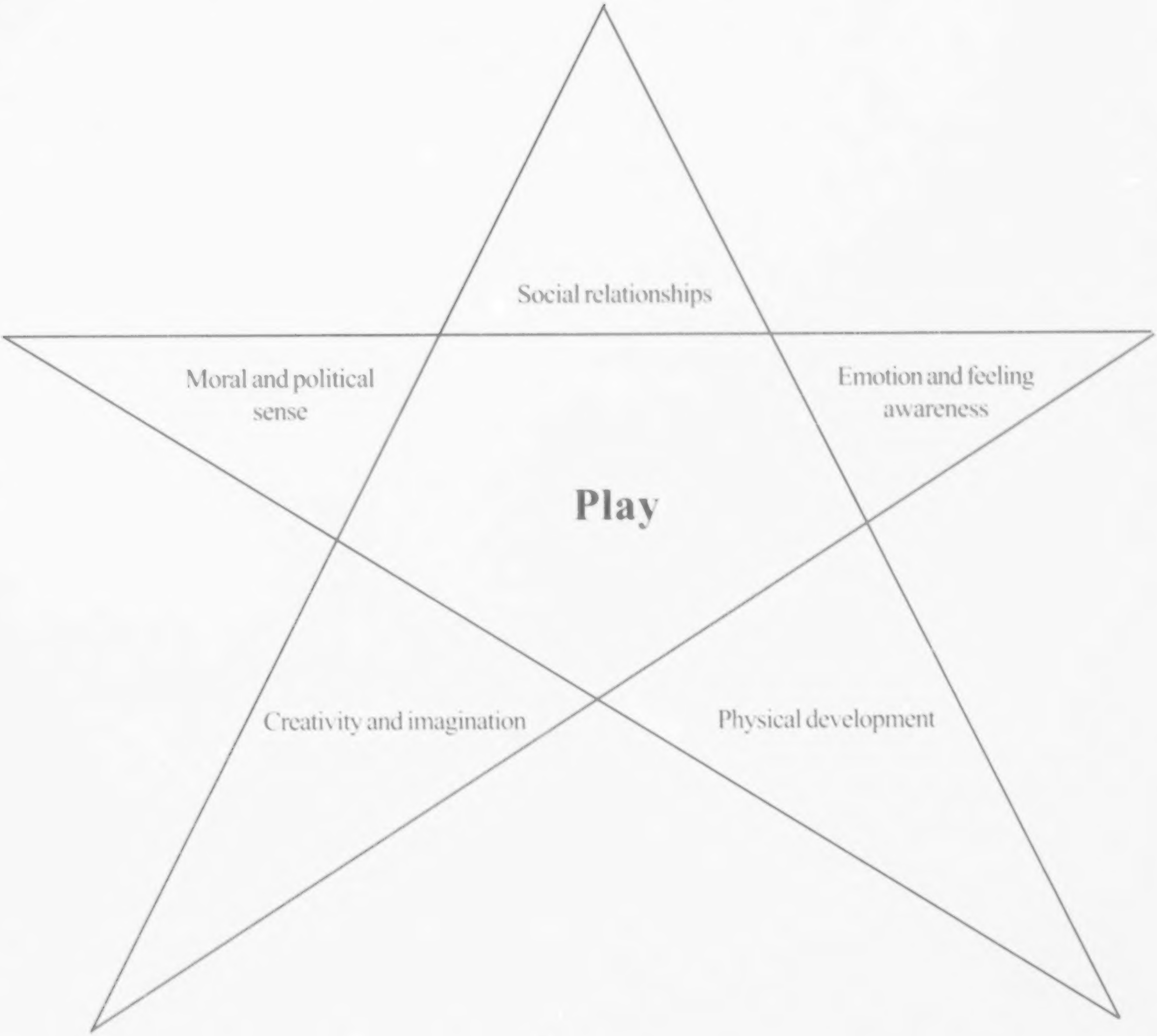
6. How do we affect our child's play?
7. How do we, as parents, choose to become involved with our child's play?
8. What benefit does our child get from our involvement in their play?
9. What do you do for recreation?
10. How much time each week, each month, is spent on recreation? (There are many different ways to spend recreation time.)
11. How do you share your own recreational activities with your children?

6. **Closing:** Bring the discussion to a close using some of these points.
"Many things we work with may be called 'play.' For instance, how many of you 'surf the Internet?' Is exploring new territory on your job a form of play? What about going out to eat? Jogging? Going to the health club? Meeting someone for coffee? Playing cards or a social game? You like to have your time to play honored. Today we learned how important it is to honor our children's play!"

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout # 9

Development of Play


Social relationships
Moral and political sense
Emotion and feeling awareness
Play
Creativity and imagination
Physical development

PROTECTION FROM ABUSE, NEGLECT, AND EXPLOITATION — SESSION 10

Roots: A state that supports human rights for children provides protection under its laws against any and all forms of neglect, cruelty, and exploitation of children (Articles 11, 19, 32-37).

Rights: Children have the right —

- to protection from abuse and neglect;
- to protection from work that threatens their health, education, or development;
- to protection from the use of drugs or involvement in their production or distribution;
- to protection from sexual exploitation and abuse;
- to protection from torture and participation in armed conflicts;
- to have special care and treatment when they are convicted of a crime.

Responsibilities: Children are responsible for —

- treating others as they would like to be treated, not hurting others, and acting safely.

Session Outcomes

Children —

* learn about caring for others;
* learn about how people in our communities help families; through service agencies, churches, programs, and individual efforts.

Parents —

* understand what the *United Nations Convention on the Rights of the Child* states in regard to neglect, cruelty, and exploitation of children;
* become aware of human rights violations worldwide;
* become aware of current U.S. protective measures for all children against child labor, neglect, and cruelty, and areas where protective measures are falling short or are not in place at all;
* learn about caring for children and how people in our communities help families.

Materials needed:

Interactive Activities

* Paper in a variety of colors representing skin tones, butcher block paper, paint brushes, and a wash station;
* As many dolls as you have children, towels, some doll blankets, diapers, bottles, doll clothes;
* Paper or plastic bags for aprons, markers, crayons or stick-ons, yarn or twine;
* Dramatic play area equipped with hats and gear used by community helpers such as firefighters, police, medical personnel, construction workers and so on.

Parent Education

* Chart paper or chalkboard and markers or chalk;
* Extra copies of the *Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **HELPING HANDS MURAL (SMALL MUSCLE, CREATIVE EXPRESSION) *T**

   Our hands symbolize our ability to help others.

- Cover a table with the butcher block paper. Set up the paint station nearby. Parents and children paint the palms of their hands, then place their hand prints on the paper.

2. **HELPING OUT APRONS (SELF-CONCEPT, CREATIVE EXPRESSIONS, ART)**

   Aprons symbolize the role of helper. When children view themselves as helpers, they can develop a more positive self-image.

- Use paper or plastic bags and cut out an apron for each child. Use yarn or twine for ties.
- Have each child decorate their apron with markers, crayons, or glue-ons. Invite children to wear their aprons during class time.

3. **ADOPT A DOLL (SENSORY, DRAMATIC PLAY) *T**

   Symbolizes our responsibility to treat others gently. It gives children practice in the parental responsibility of caring for another person.

- Children will get a doll to take care of during class and will be encouraged to think about the help babies need. The sensory table can be set up for water play, and children can give dolls a bath or wash the doll's face and hands. **(See Session 6 for the Cue Card for this activity.)**

4. **COMMUNITY HELPERS (DRAMATIC PLAY)**

   Provides opportunity to role play community people who keep us safe.

- Children and parents utilize the props to take on the roles of various community helpers (police officers, fire fighters, safe house representatives, medical personnel, and so on).

5. **BOOK CORNER**
   - *The Vinganese and the Tree Toad*, retold by Verna Aardema
   - *Fourth Little Pig*, by Teresa Celsi
   - *Miss Suzy*, by Miriam Young
   - *Lon Po Po: A Red Riding Hood Story from China*, by Ed Young
   - *Follow the Drinking Gourd*, by Jeanette Winter
   - *Here Are My Hands*, by Bill Martin Jr. and John Archambault *T
   - *My Apron*, by Eric Carle

COMMUNITY CIRCLE

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "Today we're learning about protecting children from harm. I see that some of you have adopted a baby doll. It's wonderful that you are caring for those dolls so gently and protecting them from harm. We have practiced taking care of dolls so that you children can experience being responsible for someone else. What did you find out about taking care of a doll or a baby?" Take responses. "You can take those dolls to the housekeeping area for a nap." Wait for them to return.

4. "Let's play a game. In this game we pretend that the children are being cared for by the parents because the bridges are falling down. The parents are protecting them from being hurt."

   "London Bridge is Falling Down"
   1. Ask pairs of parents to join hands and form arches.
   2. Children will pass through the arches in a line.
   3. On "My fair lady," the arches or bridges fall and the parents must save the child trapped under the bridge.
   4. The parents gently and lovingly sway the child back and forth.
   5. At the end of the chorus, they let the child go.
   6. Several children will be held at once, but probably not all the children. Be sure they all get a chance to experience being held.

   Chorus:
   London Bridge is falling down, falling down, falling down.
   London Bridge is falling down, my fair lady.

   Verses:
   1. *Take a child and hold her tight, hold her tight, hold her tight.*
      Take a child and hold her tight, my fair lady.
   2. *Take a child and hold him tight, hold him tight, hold him tight.*
      Take a child and hold him tight, my fair lady.
   3. *Take a child and give him love, . . .*
   4. *Take a child and give her love, . . .*

5. Close with songs suggested by students, or "The Sharing Song," or "The More We Get Together."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 10

1. Sing a gathering song.

2. "In today's session we are learning more about children's rights. We are learning that children have the right to protection against all forms of neglect and meanness. Neglect is when people ignore what children need. It would be neglect if a child needed to have a diaper changed and no one changed it. It would be neglect if children were not given toothbrushes to brush their teeth. Along with this right, children have the responsibility to treat others in a kind way, not in a mean way — to treat others as you would like to be treated — to not hurt others and to act safely."

3. "Who has cared for another person in this class? Have you seen anyone showing protection for another person? Who has been taking care of their doll?" (If they don't have ready examples, cite some yourself.)

4. "Earlier today we played "London Bridges" with your parents. Now we get to play it ourselves! Remember, we have accepted the responsibility to not hurt each other and to treat our friends as we want to be treated."

   Play "London Bridges" with the children, asking just two children to be the bridge. Do the same verses as before. Change the two bridge people and the child who is held each time.

5. Read one or two of the books from today's reading list.

6. Sing a closing song: "The More We Get Together," "The Sharing Song," "Shake Hands With Friends," "You Gotta Sing When the Spirit Says Sing," "This Little Light of Mine," "Every Little Soul Must Shine."

Parent Education — Session 10

Preparation: Write the topic title, "Right to Protection from Neglect and Cruelty" on chalkboard or chart paper.

1. **Action Step and Journaling Report:** Ask for sharing.

2. **Read Articles 11, 19, 32-37:** "These nine articles of the *United Nations Convention on the Rights of the Child* deal with neglect, cruelty, abuse, and exploitation. They are designed to protect children from working in sweat shops, abduction, being a migrant worker, any kind of exploitation, drug abuse, and participating in armed conflict. Let's take a minute to read them."

3. **Activity:** Divide the group into triads and ask members of each group to discuss the areas

where they think the children in the United States are least protected.

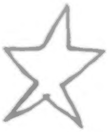
"What does your group think are the two most common violations of children's rights in our country? What are the most problematic violations? Think of a few proactive responses to these problems. Share the problems and potential solutions with the large group."

4. **Discussion:**
   1. How does this document help children? (e.g., government involvement, laws, responsibility of the state)
   2. Does the individual person have responsibility to protect children, or is child protection all government responsibility?
   3. Has there been anything that has put you face to face with these issues (e.g., visiting another country, working at a homeless shelter, or food shelf)? How has that impacted your point-of-view?
   4. Given the current laws, what does our government need to do in order to be in compliance with the *Convention*?
   5. What can an individual do when he or she sees a child being neglected or abused?

6. **Wrap up:** Read this quotation: "I never thought of it as my responsibility to save the world. I can feed only one person at a time. Only one. So I begin and you begin." Mother Teresa of Calcutta.

"What do you think is Mother Teresa's message in this quotation?"

7. **Journal Assignment:**
   * What is a dream youhave for children?
   * Write about a time when you took action to ensure that children were protected from neglect, cruelty, or exploitation.



EXPRESSION AND ASSOCIATION
SESSION 11

Roots: Parents, communities, and governments that support human rights for children provide an environment which includes freedom of opinions, thoughts, expressions, conscience, religion, and association. (CRC Articles 12-16.)

Rights: Children have the right to —
- an opinion;
- have their opinion taken into account in matters affecting them;
- freedom of expression;
- freedom of association;
- protection of privacy.

Responsibilities: Children are responsible for —
- accepting and supporting others' freedoms;
- using their freedoms in such a way as to not infringe on the freedoms or well-being of others.

Session Outcomes

Children —
* learn about their rights and gain skills in respecting the rights of others.

Parents —
* help parents understand what the *Children's Convention* states regarding children's freedom of expression and association;
* help parents understand ways to provide guidance and direction to children in the exercise of their freedom of thought, conscience, and religion;
* promote family empowerment by helping families learn peaceful ways to solve problems;
* gain a deeper understanding of what it means for children to have the right to freedom of opinion, expression, and association.

Materials needed:

Interactive Activities
* Green paint, easel paper, paint brush, and easel;
* Sensory table, water, plastic, or rubber fish and other sea creatures, fish nets;
* Building blocks that connect with play figures;
* Colored construction paper or newsprint and scissors for paper chains, or colored tissue paper cut into squares;
* white paper cut in dove shapes, paint brushes, liquid starch.

Parent Education
* Parent Education **Handout PE #11;**
* Large chart paper and pens or markers;
* Paper, pens, scissors, string, and tape for the kite activity;
* Extra copies of the *Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. **PAINT (CREATIVE EXPRESSION) *T**

   Easel painting provides freedom to use creativity and imagination.

- Water colors and paper at easel. Allow for free expression with the paint.

2. **FISH IN WATER (SENSORY) *T**

   Water play is very soothing and enjoyable to children and adults. It represents comfort, calmness, and returning to the waters that gave us birth.

- Assortment of plastic fish and other water animals and small fish nets in water at sensory table. (Fish nets can be obtained at most pet stores.)

3. **PAPER CHAIN PEOPLE (SMALL MUSCLE)**

   A paper chain of people symbolizes our connectedness to each other and unity among peoples of the earth.

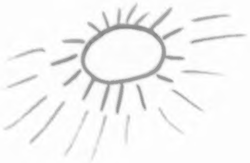
- Paper suitable for cutting several thicknesses, scissors, and an example pattern. Cue card explains instructions for parents to follow.

4. **TISSUE PAPER DOVES (SMALL MUSCLE AND CREATIVE EXPRESSION)**

   The dove is a symbol of peace through out the world.

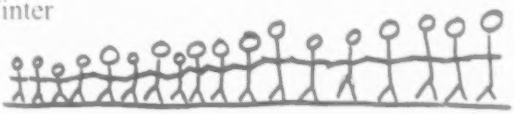
- Paper cut in the shape of doves, assortment of colored tissue paper, cut into small squares, and liquid starch. Parents and children dip tissue paper into liquid starch and stick to paper doves. Parents and child work together to brush the dove with liquid starch, crumple the tissue paper squares, and glue them onto the dove shape.

5. **BOOK CORNER: (LANGUAGE)**



- *Nobiah's Well,* by Donna W. Gutherie
- *Blue Berries for Sal,* by Robert McClosky
- *Brother Eagle, Sister Sky,* by Chief Seattle
- *The Little Engine That Could,* by Watty Piper
- *Sauce Pan Game,* by Jan Omerod *T
- *Tickle, Tickle,* by Helen Oxenbury *T
- *Follow the Drinking Gourd,* by Jeanette Winter

COMMUNITY CIRCLE



1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. "I'm happy to see all of you!" Sing "Shake Hands With Friends and Say Hello."

3. "Today you had the freedom to choose which activity to do and how long you wanted to be there. Each week you have the freedom to choose the activities you want to do. You can dwell in one area as long as you want to. Sometimes, however, there are limits to your freedoms. Who can name something that has limited you? (Take some comments.) Yes, our time, our ability, and our materials can limit us. Another limit we always need to be aware of is our responsibility to respect others and our space, or our environment. Did some of you experience a limitation of respecting others?

4. "When we limit ourselves without waiting to be told by someone else, it is called taking responsibility. We have been learning about responsibility throughout these weeks together. You've all learned that with rights come responsibilities. You've gained more knowledge and practice with being responsible as you have learned to limit yourselves in order to respect others' rights.

5. "In today's circle you will be free to express your choice of song or activity. What would you like to sing, or what game would you like to play?" Wait for someone to say their favorite, or go around the circle and let each person state their choice. Then continue:

6. "We are limited by time, so we may not be able to sing all your favorites, or play all your favorite games. How about if we try to agree on one to start with? How many would like to sing ______ (name the song the most people mentioned). Is there anyone who doesn't want to sing that? (If so, let that person pick a song too. Then sing the songs they chose.) There, today, we had free choice in our singing!

7. "We have many freedoms in this country. But it wasn't always free for everyone. A while ago there were people who had slaves and the slaves weren't free. They couldn't say what they wanted or do what they wanted. We don't ever want anyone to be a slave in this country or in any other. We can speak out for freedom for all people.

8. "Let's sing a song about freedom." Songs: "Follow the Drinking Gourd," "All for Freedom," "This Land is Your Land," "What A Wonderful World."

SEPARATE LEARNING TIME

Children's Learning Circle — Session 11

1. Invite the children to come to the circle with the gathering song.

2. **Discussion:**
   - What do you think it means when we say we have freedom?
   - What does taking the responsibility to accept and support freedoms of others mean?
   - Who has seen any children accepting this responsibility in class today? (Take responses from the children, then tell them what you've seen.)

3. "Now let's sing a song about freedom." Sing "All for Freedom," by Sweet Honey in the Rock, on their *All for Freedom* cassette.

4. **Activity:** Show two or three books from this week's selections, and tell the children they are free to choose the one they would like to read today. You might ask for a show of hands or take a vote so everyone gets to express his or her opinion. You might also wish to vote on the other songs you will sing. Or go around the circle and sing the ones each child chooses.

5. **Activity:** Use the easel with 9 x 13 black construction paper on it. Cut out seven yellow star shapes. Trace the Big Dipper outline in pencil on the black paper. Ask seven children to place the stars in their spots on the Big Dipper. You could have smaller stars available so each child could place a star in the sky. Explain that when there were slaves in the south, the slaves would look to the North Star, in its position in the Big Dipper, as a guide northward and a symbol of freedom.

   Now, practice this refrain:
   When the sun comes back, and the first quail calls,
   Follow the drinking gourd.
   For the old man is a-waiting for to carry you to freedom
   If you follow the drinking gourd.

6. Read *Follow the Drinking Gourd.* Ask the children to sing or chant the phrase each time it's used in the book.

7. Close with additional songs of the children's choosing.

Parent Education — Session 11

Preparation: Write this topic title, "Freedom of Thought, Expression, and Association" on chart paper and underneath write: "You have five minutes to use as you choose. This time will demonstrate (briefly) the rights we will be talking about today."

1. **Discussion:**
   - How much do you value those freedoms?
   - Do you think they are important for all people?

2. **Debate Activity:** How much freedom should children have?
   Hand out and read the articles for today's discussion, from the *United Nations Convention on the Rights of the Child* (CRC Articles 12 to 16).

   - Separate participants into two groups. Designate each group as either a "pro" or "con" group for the following debate. By assigning people in a random fashion to one group, the debate will be less polarized since many people will be debating on the side they do not support. Ask each group to spend some time preparing their side of the argument regarding freedoms for children.

Debate Topic: Many adults feel that children are not mature enough to be able to choose with whom they will associate, and that this right will usurp parental rights to protect their child. Other people feel that young persons deserve to choose their associates and express their own opinions. This debate often centers around the age that children will be given these rights, rather than whether or not children should have these rights at all.

- Give each group chart paper, pens, and about ten minutes to write their main reasons why these articles are good for children and parents or why these are a problem for children and parents. Ask each group to choose a recorder and a reporter.

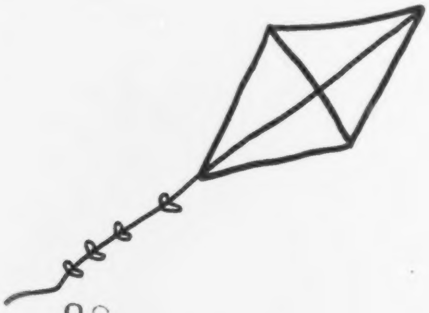
- Call the groups back and have them tape up their chart paper and begin the discussion with one person from the pro group making a point and one person from the con group making a counter point. Continue until all participants have had their opinion expressed and the issue has been thoroughly debated.

3. **Activity:** *Why Children are Like Kites*
    1. Hand out the essay: *Why Children Are Like Kites* **(Handout PE #11).** Read it out loud. Ask participants if they can draw parallels between what this essay says and what they have discussed in the articles.
    2. Provide materials to make a paper kite and invite participants to create one. It can be as simple or elaborate as participants wish.
    3. Attach the essay to the kite using glue or tape.

4. **Journal Assignment:**
    - Read aloud these first few lines from Kahlil Gibran's poem titled "Children."

"Your children are not your children.
They are the sons and daughters of Life's longing for itself.
They come through you but not from you,
And though they are with you, they belong not to you."

- Journal about a discovery or re-discovery about yourself or your child that is prompted by this poem.



Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout #11

Children Are Like Kites

I see children as kites.

You spend a lifetime trying to get them off the ground. You run with them until you're both breathless — they crash — you add a longer tail — they hit the rooftop — you pluck them out of the spout — you patch and comfort, adjust and teach. You watch them lifted by the wind and assure them that someday they'll fly. Finally they are airborne, but they need more string and you keep letting it out and with each twist of the ball of twine, there is a sadness that goes with joy, because the kite becomes more distant and somehow you know that it won't be long before that beautiful creature will snap the lifeline that bound you together and soar as it was meant to soar — free and alone.

Author Unknown

Raising Children With Roots, Rights, & Responsibilities

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Author Unknown

RATIFICATION & REVIEW — SESSION 12

Roots: Parents, communities, and governments that work for and support human rights for children make continuous efforts to make the world a better place for their children and their children's children.

Rights: Review children's key rights —
- to equality;
- to learn and develop to their fullest potential;
- to be loved, nurtured, and understood;
- to be respected;
- to be protected from abuse, neglect, exploitation and cruelty;
- to live in a safe and healthy environment;
- to live in peace and harmony.

Responsibilities: Children are responsible for —
- treating themselves and others with respect;
- acting safely and contributing to society and its laws;
- practicing cooperation and peaceful problem solving;
- taking care of themselves, their home, and others.

Session Outcomes

Children —
* review various aspects of the *United Nations Convention on the Rights of the Child*;
* celebrate their learning through certificates of completion.

Parents —
* review various aspects of the *Convention on the Rights of the Child*;
* celebrate their learning through certificates of completion;
* learn about the ratification process of the *Convention on the Rights of the Child* and ways to support it.

Materials needed:

Interactive Activities
* Bubble solution, sensory table or large tub, and paraphernalia to create bubbles;
* Colored construction paper strips, staplers, tape, markers, pens, collage materials;
* A variety of block sets that might include DUPLOS, Unit blocks, or Lincoln Logs;
* Chalk or tape to mark floor; or use bean bags for markers.

Children's Learning Circle
* Easel;
* One large fish shape;
* Tin foil (silver) scales attached to the fish;
* Small paper fish: one for each child;
* Book: *The Rainbow Fish;*
* Masking tape or a glue stick;
* *Children's Certificates,* Handout **PE #12c**.

Parent Education
* Parent Education Handouts, **PE #12a, #12b, #12e.**
* *Certificates of Completion*, rolled and ribboned (**Handout PE #12d**).
* Audiotape: *What a Wonderful World* or *The Rainbow Connection.*
* Extra copies of the *Convention on the Rights of the Child.*

GREETING

Greet as usual. Make sure everyone gets a name tag.

PARENT/CHILD INTERACTIVE ACTIVITIES

1. COOPERATIVE FAMILY CHAINS (CREATIVE EXPRESSION)

People are all connected with each other — the chain is a symbol of the connections we have with each other, as individuals, as a family — with the world.

Each family will decorate strips of construction paper in primary colors to represent one family member per link on the chain. On that link they will write one right they learned about during this class. Strips will be stapled together to make a chains. During circle time they will create one large chain by stapling each family chain to another. (The cue card for this activity appears in Session 1.)

2. BUBBLES (SMALL MUSCLE, SENSORY, AND SCIENCE) *T

Provides opportunity for individual and cooperative play.

Fill Sensory Table with bubble solution. Provide wands and cups for participants to use in making bubbles. You may want to cover the floor with a sheet or newspaper so people don't slip. (The cue card for this activity appears in Session 1.)

3. BLOCKS (MANIPULATIVE, CREATIVE EXPRESSION) *T

Provides opportunities for small and large muscle development, for creative problem solving, and cooperative decision making through the medium of play.

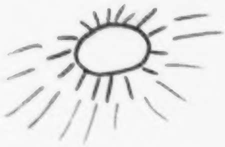
Parents and children can build and create with a variety of blocks. (The cue card for this activity appears in Session 9.)

4. FAVORITE INTERACTIVE ACTIVITIES FROM PREVIOUS SESSIONS.

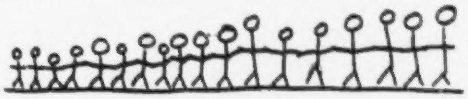
Make available some of the activities that parents and children particularly enjoyed during the past weeks.

5. BOOK CORNER (LANGUAGE)

- *The Giving Tree*, by Shel Silverstein
- *The Colors We Are*, by Katie Kissinger *T
- *The Rainbow Fish*, by Marcus Pfister
- *Planting A Rainbow*, by Lois Ehlert
- *The Butter Battle Book*, by Dr. Seuss
- *Hiawatha*, by Henry Wadsworth Longfellow
- *Peace is A Circle of Love*, by Joan Walsh Anglund



COMMUNITY CIRCLE



Preparation: As you gather for circle, ask each family to bring their family paper chain to the circle.

Bring a stapler or a roll of tape to connect all the paper chains together. Plan a space in the classroom to display the completed chain.

1. **Transition:** Early childhood teacher speaks to each child, and/or touches them on the shoulder and reminds them that circle time will begin soon. After connecting with each child, the teacher begins a gathering song.

2. Sing a gathering song and a name song. Next sing "Shake Hands With Friends and Say Hello."

3. Introduction: "This circle time is focused on the whole *United Nations Convention on the Rights of the Child*. We are going to review and celebrate our efforts at learning about human rights for children and our ability to connect with the others in our class.

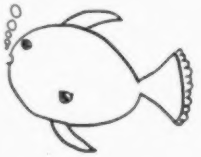
4. Ask families to hold up their family chains. Go around and each parent read a right from the back of their family chain.

   "That was a good review. Does anyone have anything to add?" (Encourage children to tell you a right they remember learning about.)

5. "Now let's take some time to reflect on things we have in common with the family sitting next to us. You may want to look at your neighbor's chain. One thing you may have in common is similar colors on your chain! But you might have many more things that you share. For instance, you may have the same age child, same kind of job, same number of people in your family, same points-of-view on some issues, or maybe you children like to choose the same things in free choice time. Think about what your connections might be. I am going to come around and connect your chains. As I am doing this, please speak out the connections you have with the family your chain is connected to."

6. "Who has a song they'd like to suggest today?" Take responses and sing a favorite from each family.

7. Closing: Sing "This Land is Your Land," and "What A Wonderful World."



SEPARATE LEARNING TIME

Children's Learning Circle — Session 12

1. **Preparation:** Gather supplies for circle. You may wish to read over the story of *Rainbow Fish* so you can tell it without the book. Prepare the large fish with enough scales for each child to have one, plus one left over for the big fish. Have extra masking tape or a glue stick to attach the scales.

2. Introduce the story and hand out the small fish — one to each child. Read (or tell) the story. As you get to the place where Rainbow Fish shares his scales, stop and give one silver scale to each child. Explain, "I'm sharing with you like the Rainbow Fish shared his scales."

- * Help them attach it to their fish.
- * Continue reading (or telling) the story.
- * Conclude by singing the "Sharing Song" together:

It's mine, but you can have some.
With you I'd like to share it.
'Cause if I share it with you.
You'll have some too!

3. "Today is the last session for this class. I have enjoyed being with you! I hope you will all share your talents and gifts with each other and the world. Today we are going to get a graduation certificate because we worked very hard to learn about rights and responsibilities. Since we reviewed the rights in the Community Circle, now let's review the responsibilities children have in honoring the rights of themselves and other children." Spend a few minutes reviewing.

4. "Congratulations! You have remembered many responsibilities! Knowing your responsibilities will help you have good friends because you will be good friends to others. Knowing your responsibilities will also help you be happier because you will take good care of yourselves!"

5. "Now it's time to celebrate your graduation from this class. I have written each of your names on one of these certificates of completion. When I call your name, you come and get the certificate, and tell me one responsibility you remember from the class and how you plan to do this responsibility."

6. "Your certificates are very special, and we don't want to ruin them, so let's place them carefully on the floor in front of us and celebrate by singing some songs together."

7. Ask for song suggestions, and/or choose "The More we Get Together," "All For Freedom," "You Gotta Sing When the Spirit Says Sing," "This Little Light of Mine," or "Every Little Soul Must Shine."

Parent Education — Session 12

Preparation: Write the topic title, "Ratification and Review," on chart paper or on chalkboard. Have background music of Louis Armstrong's "What a Wonderful World" or "The Rainbow Connection" playing in the room. Make sure everyone has copies of the *United Nations Convention on the Rights of the Child.*

1. "Thanks for your interest in and your efforts for the rights of children, especially over the past twelve weeks. It's been wonderful getting to know you all and be partners in learning about human rights."

2. ***Convention* Status:** Article number 42 requires States Parties to make the rights contained in this document known to both adults and children, which has been the mission of this curriculum.

   The United Nations General Assembly on November 20, 1989, unanimously adopted the *United Nations Convention on the Rights of the Child.* This document represents a codification of all existing international law regarding children. It was opened for signature and ratification on 26 January 1990. The date of the *United Nations Convention on the Rights of the Child's* entry into force was September 2, 1990. It was the first international treaty to combine civil and political rights with economic, social and cultural rights for children.

On February 16, 1995, Ambassador Madeline Albright signed the *United Nations Convention on the Rights of the Child* for the United States (in honor of former head of UNICEF, James P. Grant, who died January 29, 1995.) The United States became the 177th country to have signed the *United Nations Convention on the Rights of the Child*. However, the United States has not *ratified* it.

4. **The steps for ratification are:**
    1. The President endorses the treaty by signing it; or as in this case, has his representative sign it (done February 16, 1995).
    2. The treaty is submitted to the U.S. Senate with recommendations for reservations, declarations, and understandings (RDUs).
    3. The Senate Foreign Relations Committee holds hearings and then makes a recommendation to the full Senate.
    4. The Senate votes for ratification. A ratification vote must succeed by a 2/3 majority.
    5. The legislation is implemented so RDUs are fulfilled.
    6. The President submits a formal document to the United Nations.
    7. Three months later the United States becomes a party to the treaty.

5. **Explain:** As of October, 1999, the United States and Somalia are the only two nations that have not ratified the *Convention on the Rights of the Child*. The treaty has been signed by a representative of the President and has gone to the U.S. Senate for its recommendation. There is no limit to the length of time that the Senate may take to consent to the treaty. One of the factors which makes this such a lengthy process is that the Senate must attempt to ensure that all federal and/or state laws meet the standards of the treaty. If necessary, new legislation must be enacted before giving consent to the treaty. This is because the United States takes the position that the text of a treaty itself does not directly become part of United States' law. The *Convention on the Rights of the Child* (treaty) is then returned to the President for his or her final signature. Then the treaty is submitted to the appropriate international body (in this case, the United Nations Committee on the Rights of the Child). Nations which ratify this treaty become "States Parties" to the convention and are required to submit periodic reports to the United Nations Committee on the Rights of the Child, detailing the measures they have taken to implement the *Convention*. The initial report is due two years after ratification. Succeeding reports are submitted every five years thereafter.

6. **Legal status.** *The United Nations Convention on the Rights of the Child* is legally binding. When a government ratifies a convention, it is bound by law to realize its provisions. Since the United States has only *signed* this *Convention*, with intent to ratify, it is not yet legally bound, but is morally obliged to abide by the principles of this document and not to make or implement any laws or policies that are in conflict with it. At this juncture, there is no "enforcement" of the treaty, in the usual sense. Implementation is purely voluntary on the part of each nation which ratifies this treaty. The only outcome of failing to meet its standards is that of public embarrass-

ment. For failing to meet our stated obligations. The United Nations Committee on the Rights of the Child is the monitoring body for this convention. It is made up of ten experts in the field of children's rights, who are elected by nations which have become States Parties. These experts are empowered to act in their individual capacities, without being subject to governmental influence. They meet on a regular basis and review the reports from the States Parties concerning the treatment of children.

7. **For current information see these sources.**
    - UNICEF: http://www.unicef.org/crc
    - The Human Rights Resource Center: http://www.hrusa.org
    - Minnesota Advocates for Human Rights: http://www.mnadvocates.org
    - Voices of Youth, UNICEF: http://www.unicef.org/voy

8. **Review and decision making:** "Each week, during this class, we have had action steps for you to choose from to make the *United Nations Convention on the Rights of the Child* real and concrete and to assure these rights for all children.

9. **The goals** that we have had for this class include the following:
    1. Proactively working to end violence;
    2. Enhancing family empowerment through an understanding of the *United Nations Convention on the Rights of the Child;*
    3. Helping young children understand their rights and corresponding responsibilities;
    4. Promoting human rights and special conditions and protections for children.

10. **Wrap up:** Distribute *Ending Survey* **Handout PE #12a** and ask participants to spend a few minutes writing answers or go over the test as a group.

11. **Group discussion:** Have participants form pairs or small groups.
    - How has your view of children changed during this class?
    - How has your view of your role as a parent changed with your new learning?

12. **Journal Assignment:**
    - One reason I'm happy I took this class.
    - One thing I particularly want to remember.

13. **Conclusion:**
    - Play Louis Armstrong's, "What A Wonderful World" again to close.
    - Congratulate participants for their commitment to this process and their participation in class. Hand out *Certificates of Completion* (rolled and ribboned).
    - Hand out course evaluations, place an empty envelope on the table for participants to put their completed evaluations.
    - If time, play audio tape of "Rainbow Connection" as participants finish evaluations.

Parent Education Handout #12a

Ending Survey

1. In your own words, what are human rights?

2. How might the ratification of the *Convention on the Rights of the Child* impact your family life?

3. If you lived in another country, would you expect to have the same rights and responsibilities that you enjoy in the United States? Give some examples.

4. What do you feel is your responsibility in maintaining human rights for your child?

5. What would you expect the government to do to assist you in maintaining basic human rights for your child?

6. Since taking this course, would you advocate for basic human rights in your community, state or country? If so, in what ways?

7. Since taking this course, would you advocate for ratification of the *Convention on the Rights of the Child*?

Raising Children With Roots, Rights, & Responsibilities

Certificate of Completion for Children

____

Has completed a twelve week course in human rights education and has gained skills and understandings about children's rights and responsibilities.

The responsibility this child most remembers and one way he or she plans to do it are written below.

(Early Childhood teacher fill in during final Children's Learning Circle session.)

____

____

____

Congratulations on your completion of
Raising Children With Roots, Rights, & Responsibilities!

Signature and date

____

____

Facilitators

Raising Children With Roots, Rights, & Responsibilities

Certificate of Completion for Parents

____

Has completed a twelve week course in human rights education and has gained skills and understandings to —

1. Actively work to end violence;
2. Enhance family empowerment through an understanding of the *United Nations Convention on the Rights of the Child;*
3. Help young children understand their rights and correspondingly responsibilities;
4. Promote human rights and special conditions and protections for children.

Congratulations on your completion of
Raising Children With Roots, Rights, & Responsibilities!

Signature and date

____

____

Facilitators

Raising Children With Roots, Rights, & Responsibilities

Parent Education Handout #12e

Course Evaluation

1. What did you most value about this course?

2. How was your teacher most helpful?

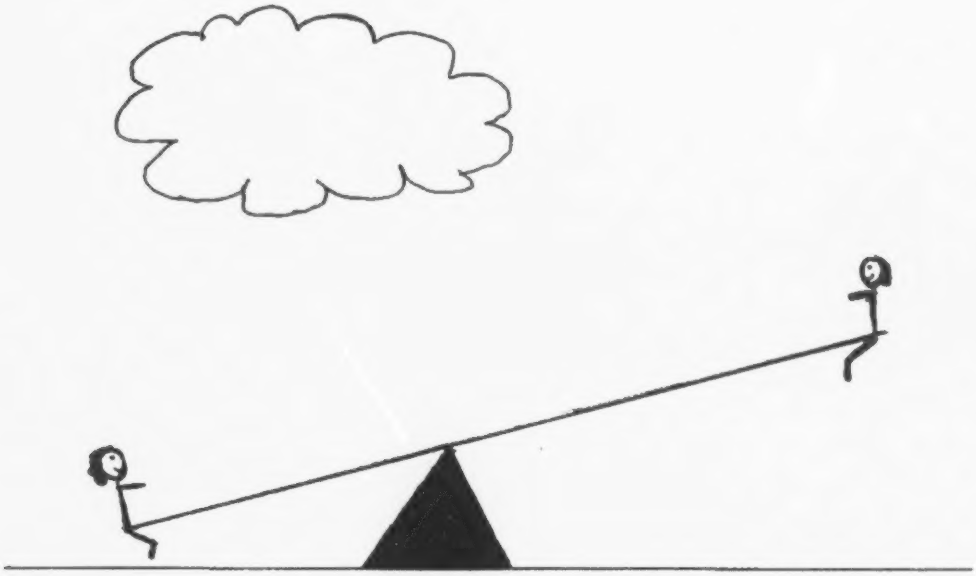
3. How do you think your teacher could have been more helpful?

4. Would you recommend this course to others? yes no
   Why or why not?

5. What comments or suggestions do you have?

APPENDICES

> *It is the obligation of all human beings to do what is right for children.*
>
> Bev Bos



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APPENDIX A

The Convention on the Rights of the Child

Unofficial summary of Main Provisions
Adopted by the General Assembly of the United Nations on 20 November 1989

Preamble

The states parties to the present convention:

The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability need special care and protection and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community and the vital role of international cooperation in securing children's rights.

Part I: The Articles

Article 1—Definition of a Child
A child is a person under 18 (years of age), unless national laws recognize the age of majority earlier.

Article 2—Nondiscrimination
All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Article 3—Best Interests of the Child
All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents or others charged with that responsibility, fail to do so.

Article 4—Implementation of Rights
The state must do all it can to implement the rights contained in the *Convention.*

Article 5—Parental Guidance and the Child's Evolving Capacities.
The state must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.

Article 6—Survival and Development
Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7—Name and Nationality
The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents, and be cared for by them.

Article 8—Preservation of Identity
The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This

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includes name, nationality and family ties.

Article 9—Separation From Parents
The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10—Family Reunification
Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11—Illicit transfer and Non-Return
The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

Article 12—The Child's Opinion
The child has the right to express his or her (own) opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13—Freedom of Expression
The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

Article 14—Freedom of Thought, Conscience and Religion
The State shall respect the child's right to freedom of thought, conscience ;and religion, subject to appropriate parental guidance.

Article 15—Freedom of Association
Children have a right to meet with others and to join or form associations.

Article 16—Protection of Privacy
Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Article 17—Access to Appropriate Information
The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18—Parental Responsibilities
Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Article 19—Protection From Abuse and Neglect
The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Article 20—Protection of a Child Without Family
The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21—Adoption
In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Article 22—Refugee children in nations which provide such protection and assistance.

Article 23—Disabled Children

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity, and achieve the greatest degree of self-reliance and social integration possible.

Article 24—Health and Health Services

The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventative health care, public health education, and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25—Periodic Review of Placement

A child who is placed by the State for reasons of care, protection or treatment, is entitled to have that placement evaluated regularly.

Article 26—Social Security

The child had the right to benefit from social security including social insurance

Article 27—Standard of Living

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Article 28—Education

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international cooperation to implement this right.

Article 29—Aims of Education

Education shall aim at developing the child's personality, talents, and metal and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30—Children of Minorities or Indigenous Populations

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Article 31—Leisure, Recreation and Cultural Activities

The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32—Child Labour

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33—Drug Abuse

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34—Sexual Exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35—Sale, Trafficking, and Abduction
It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36—Other Forms of Exploitation
The child has the right to protection form all forms of exploitation prejudicial to any aspects of the child's welfare not covered in article 32, 33, 34, and 35.

Article 37—Torture and Deprivation of Liberty
No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years (of age). Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38—Armed Conflicts
States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Article 39—Rehabilitative Care
The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Article 40—Administration of Juvenile Justice
A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account, and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41—Respect for Higher Standards
Whenever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this *Convention*, the higher standard shall apply.

Part II: Implementation and Entry into Force

Article 42—The Provisions of Articles 42-54 notably foresee:

(1) The State's obligation to make the rights contained in this *Convention* widely known to both adults and children.
(2) The setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the *Convention* are to submit two years after ratification and every five years thereafter. The *Convention* enters into force--and the Committee would therefore be set up, once 20 countries have ratified the *Convention*.
(3) States Parties are to make their reports widely available to the general public.
(4) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as the UN General Assembly.
(5) In order to "foster the effective implementation of the *Convention* and to encourage international cooperation," the specialized agencies of the U.N. (such as the ILO, WHO, and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent," including NGOs in consultative status with the U.N. and U.N. organizations such as the UNHCR, they can submit pertinent information to the committee and be asked to advise on the optimal implementation of the *Convention on the Rights of the Child*.

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APPENDIX B

Cue Cards

Roots, Rights, & Responsibilities Class — Session #1

COOPERATIVE RAINBOW

1. **DIRECTIONS:**
   a. Paint your hand with one of the colors.
   b. Print your hand on the rainbow. Do the same with your child(ren)'s hands.
   c. Touch painted hands with your child to see how each other's hands feel.

2. **QUESTIONS TO ASK AND THINGS TO NOTICE:**
How does the paint feel on your hand? Do you think it feels the same on my hand? What color do you want to have on your hand? Is there another color you would like? What do you notice about this rainbow?

Notice that the paint from my hand overlaps with the paint from your hands? Is it pretty? Notice how our hand prints touch other people's prints? That's reminds me of how all people touch each other in some way.

3. **PARENT NOTE:**
This activity also is designed to promote sensory development, color recognition, and language development.

**** Rainbows are symbolic of people coming together, of hope, of promise, and of dreams coming true.*

Roots, Rights, & Responsibilities Class — Session #1, #9 and #12

BUBBLES

1. **DIRECTIONS:**
   a. Hold the wand next to your child's mouth and encourage them to blow, or give the wand to your child to blow him or herself. Demonstrate.
   b. Use the fan (provided) if your child is unable to blow a bubble. Show them how to hold their wand to the fan and get bubbles.
   c. Pop the bubbles or blow on them to see what happens.

2. **QUESTIONS TO ASK AND THINGS TO NOTICE:**
What colors do you see in the bubbles? Can you catch a bubble? Can you step on one? Can you blow a bubble already made, up, up, up?

Do you notice the colors in our bubbles sometimes look like rainbows? Notice how sometimes bubbles break when they touch another bubble, and sometimes they join together.

3. **PARENT NOTE:**
This activity also is good for developing lung and breathing capacity, social-emotional development, turn-taking skills, and language.

****Bubbles are symbols of fleeting moments of wonder in the world around us. We can often find the promise, hope, and dreams in the rainbows and the wonder of bubbles.*

Roots, Rights,& Responsibilities Class — Session #1

RAINBOW STEW

1. **DIRECTIONS:**
   a. Put one spoonful of each color into a freezer bag. Squeeze out the excess air.
   b. Zip the bag shut. Secure it with masking tape.
   c. Invite your child to squeeze the bag and mix up the colors.

2. **QUESTIONS TO ASK AND THINGS TO NOTICE:**
Imagine each color represents a different member or our family. Which color are you? Which color am I? When one color touches another, does it change? People change too, when they are with other people. Do people really change colors? What changes about us when we are with other people?

Notice when the colors touch and blend they become different? Notice how once the colors change by touching another color they don't go back to the other color?

4. **PARENT NOTE:**
This activity also is good for developing sensory experiences, color identification, language skills, color mixing, small muscles, and social/emotional skills.

****Rainbows are symbolic of people coming together, of hope, of promise and of dreams coming true.*

Roots, Rights, & Responsibilities Class — Session #1

FAMILY RAINBOW CHAINS

1. **DIRECTIONS:**
   a. Choose several strips of different colored construction paper. Pick one strip for each family member.
   b. Write affirmations to all your family members on each family member's paper strip. Children can dictate affirmations for parents to write for them. Read your affirmations of your child to him/her.
   c. Children can decorate the strips using crayons, markers, glitter and so on.
   d. Staple the decorated paper strips together to form a chain.

2. **QUESTIONS TO ASK AND THINGS TO NOTICE:**
Did it feel good to hear what I wrote to you?
Did you notice how you felt when you said something nice about ___________? (child's sibling)
Can you count the links in our family chain and name them?

3. **PARENT NOTE:**
This activity is good for developing small muscles, eye-hand coordination, dexterity and strength in hands, social and emotional skills, and creative expression.

****All people are connected with each other. The chain is a symbol of those connections we have with each other — as individuals, as families, and with the world.*

Roots, Rights, & Responsibilities Class — Session #1

EYE-DROPPER ART

1. **DIRECTIONS:**
   a. Look at the table and notice what is on it. Help your child see all the pieces (tray, coffee filter, dropper, and colored jars of water).
   b. Help your child choose an eyedropper.
   c. Help your child squeeze some colored water into the eye dropper.
   d. Now squeeze out the drops of water onto the coffee filter on the tray.
   e. Repeat these steps to create colors on the coffee filter.

2. **QUESTIONS TO ASK AND THINGS TO NOTICE:**
   What colors did you pick? (primary colors)
   What colors are we making (secondary colors)?

3. **PARENT NOTE:**
   This activity is good for developing small muscles, eye hand coordination, grasping skills, color recognition, and language.

Roots, Rights, & Responsibilities Class — Session #2 and #9

PLAYDOUGH

1. **DIRECTIONS:**
   a. Take a piece of playdough. Give some to your child. Roll it, squeeze it, smash it. Make a ball. Make a snake.
   b. Help your child imitate what you are doing.
   c. Use the cutters and rolling pins to make shapes.

2. **QUESTIONS TO ASK:**
   a. What color is the playdough? How does it feel? Is it cold? Is it warm?
   b. What can you make with the dough?

3. **THINGS TO NOTICE WITH YOUR CHILD:**
   a. Playdough changes temperature after it's been used awhile.
   b. Playdough can be shaped into many different things.
   c. Different people have different ideas about how to play with the playdough.

4. **PARENT NOTE:**
   Playdough is good for developing sensory awareness, language, small motor skills, and fine motor coordination, eye-hand coordination, and social-emotional skills.

****Playdough symbolizes the creative energies of learning.*

Roots, Rights, & Responsibilities Class — Session #1

PRISMS

1. **DIRECTIONS:**
   a. Help your child look at and manipulate the various light tools on the table.
   b. Hold the prism up into the sunlight. Try to catch a stream of light to pass through the prism.
   c. Look for where the prism is casting its rainbow. Help your child find the rainbow.
   d. Discover how the prism works by moving it slightly in the light to see how movement changes the rainbow.

2. **QUESTIONS TO ASK OR THINGS TO DISCUSS:**
   Where is the rainbow? How does this prism work? What colors do you see? Can we make a rainbow on a sunny day? On a cloudy day? How does the rainbow move?

3. **PARENT NOTE:**
   This activity is good for developing curiosity, scientific thinking (questioning, searching, and observing), and social skills.

****Light refraction and rainbows are real scientific phenomenon that show us the mystery and wonder of the world around us.*

Roots, Rights, & Responsibilities Class — Session #2 and #7

WASH DOLLS

1. **DIRECTIONS:**
   a. Wash your doll together. Help your child to carefully do the washing. Or wash an article of clothing and hang it up on the drying rack.
   b. Dry your doll and pretend it is a real baby. What might happen next?
   c. Help your child think of what their "baby" would need: A nap? Food? Warm clothes?
   d. Enjoy your time together.

2. **THINGS TO NOTICE WITH YOUR CHID (SESSION 2 A-D, SESSION 7 E-G):**
   a. What does your baby want now?
   b. What will you feed him or her?
   c. Babies need lots of love and attention.
   d. Everyone can help care for babies.
   e. Every one needs guidance some times in their life.
   f. When we all take care of each other, our lives are more peaceful.
   g. Sometimes we need more nurturing and guidance than at other times.

4. **PARENT NOTE:**
   This activity provides sensory experiences, small motor skills development, language acquisition, and social-emotional skills.

****Washing dolls and doll clothing gives children practice in taking care of their own bodies.*

Roots, Rights & Responsibilities Class — Session #2

HOMEMADE PUZZLES

1. **DIRECTIONS:**
   - a. Choose a picture from the magazine pictures available.
   - b. Glue the photo onto tag-board.
   - c. Cover your picture with clear contact paper.
   - d. Now, cut your picture into puzzle pieces.
2. **QUESTIONS TO ASK:**
   - a. Which is your favorite picture? Pick that one.
   - b. What is happening in this picture?
   - c. What might happen next?
   - d. Have you ever done what the child in this picture is doing?
3. **THINGS TO NOTICE WITH YOUR CHILD:**
   - a. How many people are in the picture and what roles they are taking (child, parent, etc.)?
   - b. Name the colors; count different items.
   - c. What is going on in the picture. What has happened and what might happen next?

****The pictures of children doing what children do symbolizes the many ways we play and work to develop healthy habits for healthy growth and development.*

Roots, Rights, & Responsibilities Class — Session #2

GROWING DAISIES

1. **DIRECTIONS:**
   - a. Select materials from the table.
   - b. Glue yarn onto the paper, then the flower petals, leaves and pompom center.
   - c. Think about what makes your child healthy and write those things on your flower's stem.
   - d. Your words might be called growth words and should encourage your child..
2. **QUESTIONS TO ASK:**
   - a. What do you think helps you grow? (Answers may be food, sunshine, etc.)
   - b. Did you know that ________ (your growth words) help you grow too?
3. **THINGS TO NOTICE WITH YOUR CHILD:**
   - a. All the flowers look different, but they are growing. It takes many things to help us grow.
4. **PARENT NOTE:**

   This activity is also good for developing small muscles, eye-hand coordination, language skills and social-emotional skills.

****The daisy is a symbol of the nurturing that is needed for a growing child. The blossoms symbolize a person "blooming."*

Roots, Rights, & Responsibilities Class — Session #2

HOUSEKEEPING

1. **DIRECTIONS:**
   - a. This housekeeping area is set up with adaptive equipment for your children to try out. Help your child choose one piece of equipment at a time — for instance, the crutches.
   - b. Talk with your child about why or when a person might use the equipment.
   - c. Remind your child to always be careful with the equipment so they won't get hurt, and so that others can use it, too.
   - d. Help your child perform ordinary household activities, such as cooking, while using the adaptive equipment.
2. **QUESTIONS TO ASK:**
   - a. Can you do the same things while using the equipment?
   - b. What would make this harder to do — for instance, if you were in a wheelchair would you have to make changes?
   - c. How do glasses, hearing aids, or other kinds of equipment help us?
3. **THINGS TO NOTICE WITH YOUR CHILD:**
   - a. Some adaptive equipment is small, some is large. It is used for different needs. People who use this equipment are just as smart as you are. It takes different skills to use some of the equipment, such as crutches. You have to practice to be good at it.
4. **PARENT NOTE:**

   Using adaptive equipment allows children to try out roles in the health care profession.

****Playing in the housekeeping area is practice for life that happens around the world. Every one has the right to helpful tools.*

Roots, Rights, & Responsibilities Class — Session #3

MASKS

1. **DIRECTIONS:**
   - a. Help your child choose a paper bag or paper plate and collage materials.
   - b. Help your child staple, glue, or tape hair and decorations onto the mask base.
   - c. Cut holes for eyes and mouth. Make eye holes that are comfortable for your child.
   - d. Attach yarn on either side of the mask so you can tie it around your child's head.
   - e. Help your child look into the mirror to see himself or herself with the mask on.
2. **QUESTIONS TO ASK:**
   - a. What materials do you want to use?
   - b. How shall we make this?
   - c. What character will you want to look like?
3. **THINGS TO NOTICE WITH YOUR CHILD:**
   - a. Everyone looks different with a mask on.
   - b. Some masks are scary; some are funny.
4. **PARENT NOTE:**

   This activity encourages small motor skills, visual discrimination, eye-hand coordination, creative expression, language skills, and social-emotional development.

**** Masks are a way for children to try on different roles. Children learn to take the perspective of others through imaginary play.*

Roots, Rights, & Responsibilities Class — Session #3

BEANS

If you feel uncomfortable about using food for play, omit them or use colored rocks.

1. **DIRECTIONS:**
   a. Ask your child to look, touch, and smell the beans.
   b. Count the different kinds, sizes, and colors of beans in the table. Name them if you can.
   c. Put the beans into and pour them out of the containers. Use the containers to separate the beans by color/size.

2. **QUESTIONS TO ASK:**
   a. How many different kinds of beans can you find? Can you name them? Can you name the colors?
   b. Can you sort the beans according to size/shape/color?
   c. Do any of these beans match your skin/hair color?

3. **THINGS TO NOTICE WITH YOUR CHILD:**
   a. The beans feel smooth and round.
   b. You can feel the size difference with your eyes closed.
   c. You can't tell what color the beans are when your eyes are closed.

4. **PARENT NOTE:**
   ****Varied colors of different beans symbolize individual differences -- such as in the varied colors of the human race.*

Roots, Rights and Responsibilities Class — Session #3

ATTRIBUTE BLOCKS

1. **DIRECTIONS:**
   a. Look at all the attribute blocks on the table.
   b. Help your child match similar shapes.
   c. Now help your child match the same colors.
   d. Help your child match the same size.
   d. Now help your child find objects that are the same shape, size, and color.

2. **QUESTIONS TO ASK:**
   a. Which one matches this?
   b. What color is this? Can you find another one like this?
   c. What size is this? Is it small, medium, or large? Can you find another object this size?

3. **THINGS TO NOTICE WITH YOUR CHILD:**
   Not all the objects match in shape, size and color. They all have the same texture.

4. **PARENT NOTE:**
   This activity enhances development in these areas: visual discrimination, language of color, size and shapes, social-emotional skills, sequential and ordering concepts.

****Attribute blocks gives children (& parents) a way to internalize the concepts of equal and different.*

Roots, Rights and Responsibilities Class — Session #3

BALANCE SCALE

1. **DIRECTIONS:**
   a. Look at and name all the items on the table.
   b. Place one item into each side of the scale. Compare the items.
   c. Help your child place items onto the scales to make them balance.

2. **QUESTIONS TO ASK:**
   a. Is one item heavier or lighter than the other?
   b. Do some items take more than one other item to balance it?
   c. Can you make the scales balance?
   d. How many (for instance) bears equal two blocks?

3. **THINGS TO NOTICE:**
   a. The shape and weight of individual items.

4. **PARENT NOTE:**
   This activity enhances development in these areas: small muscles, eye-hand coordination, visual discrimination, dexterity, language, and social-emotional skills.

****A scale gives children practice with the concept of what it is to be equal. The work and care of balancing the scales symbolizes the work we need to do and care we need to take in realizing equality in our lives.*

Roots, Rights and Responsibilities Class — Session #3

MIRROR IMAGE NAMES

1. **DIRECTIONS:**
   a. Fold a piece of construction paper in half, down the middle. Now, open the paper.
   b. Help your child write their name in glue, just above the fold line — use the fold line as you would a line on any paper. For Session 4, use colored glue.
   c. Fold the paper again, and press to apply the glue to both sides of the paper. Have your child rub the paper all over. Now, open the paper again.
   d. Sprinkle glitter over the page to make the image sparkle.

2. **QUESTIONS TO ASK:**
   a. Can you see your name? (In Session 4, ask if the colors remind her or him of anything.)
   b. Has it changed? In what way?
   c. What does our design look like?

3. **THINGS TO NOTICE WITH YOUR CHILD:**
   a. How both sides are equal, symmetrical, matching.
   b. Notice how the shape changes when you look at it from different angles. Move your page around to see the name sideways and up-side-down.

4. **PARENT NOTE:**
   The activity enhances social-emotional development and sensory experiences, eye-hand coordination, visual discrimination, and small motor skills.

****This activity gives children and parents a way to internalize the concept of equality.*

Roots, Rights and Responsibilities Class — Session #4

FLAGS

1. **DIRECTIONS:**
   a. Use the colored construction paper to create the flag of your choice. It can be an American flag, or one from the country of your ancestors.
   b. Help your child use the glue, stapler, scissors, and tape to create stars or other symbols for your flag.
   c. Together with your child, assemble your own flag.

2. **THINGS TO NOTICE AND DISCUSS:**
   a. All the flags have some things in common and some things different.
   b. There are many ways to put these flags together.
   c. What materials do you want to use?
   d. How shall we make this?
   e. What flag do you want to make?
   f. What country does our flag represent?

3. **PARENT NOTE:**
   This activity will also encourage small motor skills, visual discrimination, eye-hand coordination, creative expression, language skills, and social-emotional development.

****The flag from one's homeland is a symbol of one's identity.*

Roots, Rights and Responsibilities Class — Session #4

THE AMERICAN FLAG

1. **DIRECTIONS:**
   a. Join other class members in making a table-size flag.
   b. Show your child where to place the stars on the paper. Use the star stamp to add stars. (In the upper, left hand corner quadrant.)
   c. With your child, paint the red strips on the other three quadrants of the paper.
   d. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
   a. Talk about the American Flag with your child and tell them what it means to you.
   b. Talk about and count the number of stars and the number of strips on the flag.
   c. Name the colors of your American flag.

3. **PARENT NOTE:**
   This activity encourages development of sensory-motor skills, eye-hand coordination, visual discrimination skills, creative expression, language skills, and social-emotional skills.

****The American flag is the symbol for the United States of America (USA), the 50 stars represent the 50 states in our union. The 13 stripes represent the original 13 colonies.*

Roots, Rights and Responsibilities Class — Session #4

RICE

1. **DIRECTIONS:**
   a. Ask your child to look, touch, and smell the rice.
   b. Put the rice into and pour it out of containers. Pour from one container to another. Use the "water wheel" to pour the rice and watch it fall.
   c. Enjoy your time together at the table.

2. **THINGS TO NOTICE AND DISCUSS:**
   a. Which container holds more?
   b. What is the name of this stuff? (rice)
   c. What color(s) of rice do you see?
   d. How does this rice feel?

3. **PARENT NOTE:**
   This activity encourages development in sensory experience, math concepts of weight, and volume, visual discrimination skills, small motor skills, and social-emotional skills.

****Rice is a food with which a majority of the world's people are familiar.*

Roots, Rights and Responsibilities Class — Session #4

NAME AND NATION WALK

1. **DIRECTIONS:**
   a. Use the flag shapes around the room to report and discuss with your child about your name and nationality.
   b. Ask your child to find a flag. Go to that flag and read the instructions out loud.
   c. Then, explain to your child what the instructions have said. Do them together.
   d. If your child has further questions, continue the discussion before going on to the next flag.
   e. Have fun sharing new information with your child, naming the color of the flags, and counting the flags you see as you go on the walk.

2. **PARENT NOTE:**
   This activity provides a vehicle for discussion with your child about your name and nationality. It increases your child's awareness of your family name and homeland. This discussion is also a preparatory activity for the parent discussion today.

**** This activity provides an opportunity for parents to share family history with their children.*

Roots, Rights, & Responsibilities Class — Session #5

MAKE BUTTER

1. **DIRECTIONS:**
   a. Put whipping cream into an empty peanut butter jar. Drop in one large marble (used as a dasher), and screw on the cap.
   b. Take turns with your child shaking the jar.
   c. Listen for the sound of the whipping cream's sloshing to change.
   d. When you no longer hear the marble rattling inside the jar, you will know that you have whipped the cream. You might want to check the jar. It is NOT butter yet.
   e. Return the lid to the jar and continue shaking. Pretty soon you will hear it sloshing. Now it is butter. Open the jar lid and pour out the buttermilk.
   f. Spread the butter onto crackers, and enjoy!

2. **THINGS TO NOTICE AND DISCUSS:**
   a. Notice how the color, consistency and texture of the whipping cream changes. The butter is a light yellow. The whipping cream was white.
   c. The sound changes as the whipping cream changes.
   d. We can make our own food quite easily.

3. **PARENT NOTE:**
   This activity encourages small motor skills, large and small muscle development, eye-hand coordination, language skills, and social-emotional skills.

****Making butter represents one way we can make our own food. We can get better nutrition when we learn how to make our own food.*

Roots, Rights, & Responsibilities Class — Session #5

BUILD A PAPER BAG TEEPEE

1. **DIRECTIONS:**
   a. Tear apart one of the brown paper bags (provided).
   b. Wet the bag and crinkle it up. This will make it look more like animal hide.
   c. Use water paints with your child to make designs on the paper.
   d. When paint is dry, fold paper bag into a cone.
   e. Use chop sticks as poles for your tepee, and string to secure the "hide" to the "poles."
   f. Have fun doing this together!

2. **PARENT NOTE:**
   This activity encourages development of small motor skills, sensory awareness, language development, social emotional skills, and the concept of "What is a house?"

****This activity gives children and parents a chance to think and talk about different kinds of homes. It represents places that people live.*

Roots, Rights, & Responsibilities Class — Session #5

BUILD A SUGAR CUBE IGLOO

1. **DIRECTIONS:**
   a. Use frosting as the mortar (or glue) and sugar cubes for the blocks.
   b. Place the cubes in a circle on a piece of cardboard, or a paper plate.
   c. Using the frosting, stack another row of cubes on top of the first, then a third row.
   d. Continue building until your house looks like an Igloo.
   e. Have fun together!

2. **THINGS TO NOTICE AND DISCUSS:**
   a. What kind of house would you like to live in ?
   b. What kinds of houses have we seen (e.g., houses, apartments, duplexes)?
   c. Can you think of any other kinds of homes (e.g., animal homes)?

3. **PARENT NOTE:**
   This activity encourages development of small motor skills, sensory awareness, language development, social emotional skills, and the concept of "What is a house?"

****This activity gives children and parents a chance to think and talk about different kinds of homes. It represents places that people live.*

Roots, Rights, & Responsibilities Class — Session #5

BUILD A STRAW HUT

1. **DIRECTIONS:**
   a. Take small handfuls of straw and bundle them together.
   b. Use the raffia (provided) to tie the handfuls of straw into bundles.
   c. Place the tied bundles into a circle for the hut shape.
   d. You may want to weave the raffia between the straw bundles to keep your hut together.
   e. Lay loose straw on the top of the circle of bundles to form a roof.

2. **THINGS TO NOTICE AND DISCUSS:**
   a. There are many different kinds of houses.
   b. Each house is unique and special. They all work for people.
   c. Houses are homes for people. Animals have homes too.
   d. Homes are part of what we need to survive.

3. **PARENT NOTE:**
   This activity encourages development of small motor skills, sensory awareness, language development, social emotional skills, and the concept of "what is a house?"

*** *People live in many kinds of places.*

Roots, Rights, & Responsibilities Class — Session #5

BUILD A WOODEN BLOCK HOUSE

1. **DIRECTIONS:**
   - a. Gather as many blocks as possible.
   - b. Using the blocks, help your child build a block house.
   - c. Cooperate with other children in the classroom to build a house or several houses.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are many different kinds of houses.
   - b. We can create something better together.
   - c. Many hands helping makes the project go faster and more fun to do.
   - d. Homes are part of what we need to survive.

3. **PARENT NOTE:**
   This activity encourages development in creative expression, language, small and large motor development, self-concept, and social-emotional skills.

****All different kinds of homes represents the different kinds of places people live. Share the work of this project represents and models a healthy way of survival — sharing the burden.*

Roots, Rights, & Responsibilities Class — Session #5

BUILD A HOUSE

1. **DIRECTIONS:**
   - a. Here is some large muscle equipment. What kind of a house could you build with these?
   - b. Ask your child what kind of house he or she would like to build with the large pieces of play equipment, the parachute, and the tunnel. Create a house big enough for you both to go into.
   - c. Enlist the help of other class members.
   - d. Enjoy the new house you have built.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are many different kinds of houses.
   - b. It takes a lot of work and cooperation to make a house.
   - c. Many hands helping makes the project go faster and makes it more fun.
   - d. Homes are part of what we need to survive.

3. **PARENT NOTE:**
   This activity is also good for enhancing large motor skills, strength and coordination, sensory development, language development, social-emotional skills, and cooperation.

****This activity gives children and parents a chance to think and talk about all different kinds of homes, about how we need to work together to build something big. It also teaches about places people live.*

Roots, Rights, & Responsibilities Class — Session #5

A REFRIGERATOR BOX HOUSE

1. **DIRECTIONS:**
   - a. Discuss with the other children how your house should look.
   - b. After the decision has been made, cut openings for windows and door.
   - c. Use paint, crayons, and markers to decorate your house.
   - d. Take turns looking at the progress from a distance.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are many different kinds of houses.
   - b. We can create something better together.
   - c. Many hands helping makes the project go faster and be more fun.
   - d. Homes are part of what we need to survive.

3. **PARENT NOTE:**
   This activity also encourages development in these ways: creative expression, language skills, small and large motor development, self-concept, and social-emotional skills.

****Different kinds of homes represent the kinds of places people live. Sharing the work of this project represents and models a healthy way of survival—sharing the burden.*

Roots, Rights, & Responsibilities Class — Session #5

WATER AND OCEAN ANIMALS

1. **DIRECTIONS:**
   - a. Help your child look and feel the animals in the sensory table.
   - b. Use the cups to wash the animals.
   - c. Use your imaginations to play with the figures and utensils in the water.
   - d. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are many different kinds of animals living in the ocean. The ocean is their home.
   - b. Animal's homes look different from people's homes.
   - c. How does what we do affect the animals and their homes?
   - d. Is it our responsibility to take care of the animals?

3. **PARENT NOTE:**
   This activity encourages creative expression, language skills, small and large motor development, positive self-concept, and social-emotional skills.

****Water is home to many of Earth's creatures. This activity provides an opportunity to appreciate that people share the Earth with animals and plants.*

Roots, Rights, & Responsibilities Class — Session #6 and #10

ADOPT A DOLL

1. **DIRECTIONS:**
   - a. Help your child choose a doll.
   - b. During this class time, you child will be "responsible" for the doll he or she picks out.
   - c. Please help your child be mindful of the doll they "adopt" by holding the doll, asking questions that bring your child's attention back to their doll, and helping your child to role-play parenting skills.
   - d. Use the sensory table to help your child bathe the doll.
   - e. Use the dramatic play area to help your child care for the doll.
   - f. Enjoy being a "grandparent" for an hour!

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. What are the needs of a baby?
   - b. Some babies need constant attention.
   - c. What can we do to help comfort a crying doll baby?

3. **PARENT NOTE:**

This activity encourages development in empathy, care giving, social-emotional skills, and positive self-concept.

****This activity symbolizes our responsibility to treat others gently. It gives children practice in the parental responsibility of caring for another person.*

Roots, Rights, & Responsibilities Class — Session #6

FEELY BAG

1. **DIRECTIONS:**
   - a. Notice the bag set on this table.
   - b. Ask your child to feel the outside of the bag.
   - c. Place your hand inside the bag and try to guess what is in there.
   - d. Tell your child what you think the object might be. Then, bring it out to see if your guess was correct.
   - e. Help your child put their hand into the bag and guess what might be in there. Then bring it out.
   - f. Proceed until the bag is empty.

3. **THINGS TO NOTICE AND DISCUSS:**
   - a. Sometimes things feel very different than they look.
   - b. It is harder to identify some things without looking.
   - c. How many items did you guess correctly?

4. **PARENT NOTE:**

This activity encourages memory, touch, sensory exploration, language, and self-confidence.

****This activity provides a challenging experience to use the sense of touch without sight to identify and name common objects.*

Roots, Rights, & Responsibilities Class — Session #6

HELPING HANDS WREATH

1. **DIRECTIONS:**
   - a. Trace your own hands and your child's hands on the paper provided. Do this several times so you get more than one pair of hand shapes.
   - b. Help your child cut around the hand shapes.
   - c. Glue and/or staple your hand shapes onto the circle provided.
   - d. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. How many hands it takes to fill in the wreath.
   - b. Hands come in many different sizes and shapes.
   - c. When we do projects together, they can be more fun.

3. **PARENTS NOTE:**

The activity is good for enhancing small motor skills, eye-hand coordination, language skills, social-emotional skills, and self concept.

****This activity symbolizes the responsibility we all have to help in times of need and to continually help each other.*

Roots, Rights, & Responsibilities Class — Session #6

SMELLING JARS

1. **DIRECTIONS:**
   - a. Notice the jars on the table.
   - b. Open one jar at a time and smell what's inside .
   - c. Try to guess what the smell might be.
   - d. Look on the bottom of the jar to see if your guess was correct.
   - e. Remember to put the lid back on the jar before going on to the next one.
   - f. Continue until you have tested all the jars.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Some things smell strong, sweet, mild, or sour.
   - b. How may jars did you smell that you could name what was inside?
   - c. It is harder to identify some things without looking.

3. **PARENT NOTE:**

This activity also is good for encouraging development in memory, sensory awareness and exploration, language, and self-confidence.

****This activity provides a challenging experience to use the sense of smell, without sight, to identify and name common objects.*

Roots, Rights, & Responsibilities Class — Session #6

MULTI-VARIETY OF BEANS

1. **Directions:**
   - a. Ask your child to look, touch, and smell the beans. Count the different kinds, sizes and colors of beans in the table.
   - b. Name the different beans if you can.
   - c. Put the beans into and pour them out of the containers, provided. Use the containers to separate the beans for color and size.
   - d. Try the blindfold. Can you separate the beans accurately with the blindfold on?
   - e. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. How many different kinds of beans are there (e.g., sizes, colors, shapes)?
   - b. The names of all the beans. How did they get those names?
   - c. How did you do using the blindfold?
   - d. Was it harder or easier to feel the beans? To sort them? To identify which kind they were?
   - e. How could parents or children help you sort the beans while you are blindfolded?

3. **PARENT NOTE:**
   This activity provides sensory exploration, small motor, and language skills; enhances math concepts of weight and volume; and promotes visual discrimination skills.

****Varied colors of different beans symbolize differences — such as in the varied colors and sizes of human beings, it also shows that we can all "go together" very nicely.*

Roots, Rights, & Responsibilities Class — Session #6

OBSTACLE COURSE

1. **DIRECTIONS:**
   - a. Help your child look at the obstacle course and talk about what they may need to do to move through the course.
   - b. Encourage your child along their way through the obstacle course. Name their movements, such as hop, crawl, walk, walk backwards, etc.
   - c. Encourage your child to try out the obstacle course using the crutches, blindfold, ear muffs, or wheelchair.
   - d. Have fun together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Using adaptive equipment was hard.
   - b. It takes patience and practice to use some of the equipment.
   - c. We can move in many different ways.
   - d. Every person has different capabilities.
   - e. We can use our muscles and our brains to find ways to get through the obstacle course.

3. **PARENT NOTE:**
   This activity enhances development of large muscles, coordination and balance, self-concept and self confidence, and language.

****This activity provides a physical challenge in movement and opportunity for problem solving in a physical way.*

Roots, Rights, & Responsibilities Class — Session #6

HEALTH CLINIC

1. **DIRECTIONS:**
   - a. Visit the Health Clinic with your child.
   - b. Invite your child to pick a role and assign one to you.
   - c. Help your child use the health care equipment in the proper way.
   - d. There is adaptive equipment here also. Help your child try it out.
   - e. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. It takes patience and practice to use some of the adaptive equipment.
   - b. Everyone needs to go to the health clinic — to get well and to stay well.

3. **PARENT NOTE:**
   This activity also is good for enhancing development in perspective taking, self-concept, language skills, and social-emotional skills.

****This activity provides practice in a clinical setting. Both the health care giver and the patient roles can be practiced. The clinic symbolizes our right to adequate health care and special health care when we need it.*

Roots, Rights, & Responsibilities Class — Session #7

COOPERATIVE FRIENDSHIP CARDS

1. **DIRECTIONS:**
   - a. With your child, choose a few of the materials on the table.
   - b. Cut heart shapes. Then glue, tape, or staple decorations.
   - c. Use the markers to write messages on the friendship cards.
   - d. Give your friendship card to someone you love.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. We can all make pretty cards for someone we love.
   - b. This is a good way to show how we care for each other.
   - c. We feel good inside when we give a gift of love.

3. **PARENT NOTE:**
   This activity encourages development in small muscles, language, eye-hand coordination, and creative expression.

****This activity symbolizes our love for each other.*

Roots, Rights, & Responsibilities Class — Session #7

SECRET MESSAGES

1. **DIRECTIONS:**
   - a. Use the white crayon to draw a picture or write a message on the white construction paper.
   - b. Help, or watch your child use the water colors to "find" your message or picture.
   - c. If your child wants to make a message or picture for you to find, do this activity again. Your child may want to help you "find" the message by painting the picture.
   - d. Have fun together.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Why can't we see the message or picture?
   - b. Why doesn't the water color paint all of the paper? (The wax protects the paper.)
3. **PARENT NOTE:**
   This activity encourages development in small muscles, eye-hand coordination, language, and social-emotional skills.

****This activity provides practice in communicating with and understanding each other.*

Roots, Rights, & Responsibilities Class — Session #7

PAPER BAG PUPPETS

1. **DIRECTIONS:**
   - a. Help your child to choose a paper bag and markers or glue and paper shapes.
   - b. Help your child to create a face on the bag that expresses an emotion.
   - c. Label or name the emotion your puppet is expressing.
   - d. Discuss what facial features the puppet needs and how you might attach them to the bag.
   - e. Put your hand inside the puppet and make it talk. What does your puppet say?
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Discuss what facial features your puppet and other people's puppets are displaying.
   - b. Look at all the different faces. Do they match the faces on people in the room?
   - c. Our faces can make many different expressions.
3. **PARENT NOTE:**
   This activity also enhances development in small motor skills, creative expression, social-emotional skills, language, and self-concept.

****Provides practice in understanding facial expressions and emotions.*

Roots, Rights, & Responsibilities Class — Session #7

LEIS

1. **DIRECTIONS:**
   - a. Help your child choose a piece of yarn and some flower petals.
   - b. Hold the needle (attached to the yarn) and have your toddler place the petals over the needle, OR watch your preschooler string the petals.
   - c. Make your own Lei along with your child.
   - d. Enjoy your child's creativity in choosing colors.
   - e. When you are finished, give your Lei to someone you love. Your child might want to trade Leis with you.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There is a lot of variety in the way each Lei looks, but they also look similar.
   - b. Sometimes we need a little help from adults to learn a new skill.
   - c. How many petals did it take to make your Lei?
   - d. What colors did you use? Did you make a pattern?
3. **PARENT NOTE:**
   This activity also encourages development in creative expression, language skills, small motor skills, eye-hand coordination, and patience.

****Leis are the Hawaiian symbol for love and friendship.*

Roots, Rights, & Responsibilities Class — Session #7

WASH TOY DISHES

1. **DIRECTIONS:**
   - a. With your child, use the sponges provided to wash the toy dishes.
   - b. Use the towels to dry the dishes.
   - c. Help your child rewash and dry as long as your child wants.
   - d. You can use take the dishes to the housekeeping area and play with them there.
   - e. Enjoy helping your child wash and dry the dishes.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Everyone needs guidance some times in their life; everyone can help.
   - b. When we all take care of each other, our lives are more peaceful.
   - c. Sometimes we need more nurturing and guidance than at other times.
3. **PARENT NOTE:**
   This activity promotes sensory awareness, social interaction skills, problem solving (how to hold the towel and dish together), small and large muscles, and language skills.

****This activity symbolizes the nurturing and guidance parents use to teach their children new skills, and how each of us can be a helper.*

Roots, Rights, & Responsibilities Class — Session #8

BLOCKS

1. **DIRECTIONS:**
    - a. Choose some blocks from the ones available.
    - b. Help your child build structures, roads, or designs with the blocks.
    - c. Work cooperatively with other students to create a structure or design.
    - d. Enjoy the process of building.

2. **THINGS TO NOTICE AND DISCUSS:**
    - a. Notice that the smaller block is exactly one half the size of the larger block.
    - b. Notice that two of the triangle shaped blocks will create a whole square block.
    - c. Many hands can make the work more fun and easier.

3. **PARENT NOTE:**

****This activity provides opportunities for small and large muscle development, for creative problem solving, and cooperative decision-making through the medium of play.*

Roots, Rights, & Responsibilities Class — Session #8

PLAY SCHOOL

1. **DIRECTIONS:**
    - a. Visit the Play School with your child.
    - b. Allow your child to pick his or her own role and assign one to you. If your child is having trouble, talk about the dramatic play area and ask how he or she wants to play here.
    - c. Help your child use the educational tools. Practice being the student and allow your child to teach.
    - d. Show your child how to use the chalk board, paper, pencils, and crayons if they are unsure of them. However, it is fine to allow your child some time in figuring out how to use the tools.
    - e. Enjoy your time together.

2. **THINGS TO NOTICE AND DISCUSS:**
    - a. It takes patience and practice to use school tools.
    - b. Everyone needs to go to school in order to learn and to be better able to live a comfortable life.
    - c. All schools do not look the same.
    - d. We can practice roles we may be uncomfortable with. This helps us feel more confident.

3. **PARENT NOTE:**
   This activity is good for enhancing development in perspective-taking, self-concept, language skills, and social-emotional skills.

****Play School provides practice in role playing, opportunity for role-reversal that helps children (and adults) gain insights and empathy and learn social skills.*

Roots, Rights, & Responsibilities Class — Session #8

MARBLE PAINTING

1. **DIRECTIONS:**
    - a. Pick a ball from the ones in the paint containers. Use a spoon (provided) or your fingers.
    - b. Place the ball on paper in the tray.
    - c. Tilt the tray forward, backward and from side to side. Watch the ball roll around and leave a trail of paint.
    - d. Use another color paint with another ball to create a design.
    - e. Have fun together.

2. **THINGS TO NOTICE AND DISCUSS:**
    - a. The balls roll the way you tilt the box.
    - b. It's interesting to see what kind of design the rolling ball makes.
    - c. Name the colors you begin with and the new ones you make.
    - d. Try to guess where the ball will go when you tilt the box.

3. **PARENT NOTE:**
   This activity encourages development of language, small and large motor skills, and self-concept.

****Provides practice in creative play and artistic expression.*

Roots, Rights, & Responsibilities Class — Session #8

MIXING PAINT COLORS AT THE EASEL

1. **DIRECTIONS:**
    - a. Help your child notice the three primary colors: red, yellow, and blue.
    - b. Help your child name the colors. Ask them to decide which color to use first.
    - c. Observe your child painting.
    - d. When your child tries a new color, or creates a new color, comment on that.
    - e. Verbalize your child's discovery of new colors and name the new colors.

2. **THINGS TO NOTICE AND DISCUSS:**
    - a. Talk about how creative the painting is.
    - b. Ask your child what they have created.
    - c. What colors do you see? What new colors did you make?

3. **PARENT NOTE:**
   This activity enhances development in language, small and large motor skills, color identification, eye-hand coordination, and self-confidence.

****Provides an opportunity for education about primary colors and creation of secondary colors.*

Roots, Rights, & Responsibilities Class — Session #9

DRESS UP:

1. **DIRECTIONS:**
   - a. Help your child find something to wear in the materials provided.
   - b. They may ask for assistance in getting the clothing, hat, or shoes on.
   - c. Show your child to the mirror so they can see themselves dressed up.
   - d. Go shopping, have tea, put out a fire, or whatever your child is interested in as part of the role playing.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Who your child is pretending to be.
   - b. Who other people may be.
   - c. Look at how different you look when you wear a hat or different clothing.

****This activity provides for imagination and day dreaming, incorporating past experiences to create new scenarios.*

Roots, Rights, & Responsibilities Class — Session #9

STORY AREA-FLANNEL BOARD

1. **DIRECTIONS:**
   - a. Help your child choose from the various flannel-board materials provided.
   - b. Encourage your child in telling a story with the flannel board pieces.
   - c. Read any books that might come with the flannel board pieces.
   - d. You may wish to tell your own story to your child using the flannel board.
   - e. Have fun together.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. You can tell many different stories using the same flannel board pieces.
   - b. It's fun to make up stories.
   - c. You can start a story and have someone else finish it.

**** This activity provides an opportunity to practice language skills and create with imagination through shared stories.*

Roots, Rights, & Responsibilities Class — Session #10

COMMUNITY HELPERS

1. **DIRECTIONS:**
   - a. Help your child to notice and decide on a community helper role.
   - b. Help your child don the appropriate clothing for the role they he or she has chosen.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Some people are parents and fire-fighters at the same time.
   - b. If you have a job outside the home, you need to get someone to care for your child.
   - c. Mommies and daddies can be fire-fighters, police officers, postal carriers, and so on.
   - d. How do community helpers keep us safe?

****This activity provides an opportunity to role play traditional community people who keep us safe.*

Roots, Rights, & Responsibilities Class — Session #10

HELPING HANDS MURAL

1. **DIRECTIONS:**
   - a. Help your child notice the paint, brushes, and the table covered with paper.
   - b. Paint the palm of your hand, using the paint provided. If your child wishes to do this, and you are comfortable with it, allow your child to paint your palm.
   - c. Now press your hand print onto the mural. You can press your handprints on the mural as many times as you wish.
   - d. Help your child to paint their hands and press their hand prints onto the mural.

2. **THINGS TO NOTICE AND DISCUSS:**
   - a. How many hands it takes to fill in the mural.
   - b. Hands come in many different sizes and shapes.
   - c. When we do projects together, they can be more fun.

3. **PARENT NOTE:**
   This activity encourages development of positive self-concept, language, and sensory skills.

****Our hands are symbolic of our ability to help others.*

Roots, Rights, & Responsibilities Class — Session #11

PAINT AT THE EASEL

1. **DIRECTIONS:**
   - a. Help your child notice the paint and brushes.
   - b. Let your child know he or she can paint anything at all.
   - c. When your child is finished painting, ask him or her to tell you about the painting.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. Look at the colors used, the strokes of the brush, and the design.
   - b. Tell what the painting is about.
   - c. Is there a story connected to the painting? A feeling?
   - d. You had the freedom to paint what you wanted. Were there any limitations (e.g., ability, paper size)?
3. **PARENT NOTE:**
   This activity encourages development of creative expression, eye-hand coordination, motor skills, and language.

****Easel painting symbolizes freedom of and for creation and use of imagination.*

Roots, Rights, & Responsibilities Class — Session #11

FISH IN WATER

1. **DIRECTIONS:**
   - a. Show the water, fish, and fish nets to your child.
   - b. Ask your child how they want to play with these items. (Scoop up, dump, and pour the water, catch the fish and let them go. Sort and group the fish.)
   - c. Follow your child's lead.
   - d. Have fun together.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. What can you do with the fish? The nets? The water?
   - b. We have the freedom to play with these toys. What might be our responsibility?
   - c. Can you name the fish represented?
3. **PARENT NOTE:**
   This activity encourages growth in sensory motor development, social skills, language acquisition, and self concept.

****Water play is soothing and enjoyable to children and adults. It represents comfort, calmness, and returning to the waters that gave us birth.*

Roots, Rights, & Responsibilities Class — Session #11

PAPER CHAIN PEOPLE

1. **DIRECTIONS:**
   - a. Sit with your child at the table.
   - b. Show your child the patterns for the paper cut out figures.
   - c. Ask your child to choose a figure.
   - d. Help your child fold the paper (accordion pleat) so that the pattern will fit.
   - e. Help your child cut the figure from the folded paper.
   - f. Open up the paper to reveal several figures all connected.
   - g. Help your child decorate or color the figures.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are several people who look alike.
   - b. How would you like to decorate them? All the same, or all different?
   - c. You have the freedom to color and decorate these figures any way you choose.
   - d. What might be your limitations? (e.g., materials available, time, ability)
   - e. What might be your responsibility to this project?
3. **PARENT NOTE:**
   This activity also encourages growth in creative expression, language skills, social emotional development, and small motor skills.

****A paper chain of people symbolizes our connectedness to each other and unity among peoples of the earth.*

Roots, Rights, & Responsibilities Class — Session #11

TISSUE PAPER DOVES

1. **DIRECTIONS:**
   - a. Sit down with your child at the table.
   - b. Show your child the sample and how to wet the dove shape with the brush and liquid starch.
   - c. Help your child paint the dove with the liquid starch.
   - d. Now help your child choose a tissue color and crumple the tissue paper. Then press it onto the dove shape. Add more liquid starch if necessary.
   - e. Admire your finished product.
2. **THINGS TO NOTICE AND DISCUSS:**
   - a. There are many colors to choose from.
   - b. We can put a little or a lot of tissue on our dove.
   - c. We can put a little or a lot of starch on our dove.
   - d. We have the freedom to decorate our dove any way we choose. What might our limitations be?
   - e. What might be our responsibility to this project?
3. **PARENT NOTE:**
   This activity encourages growth in small motor skills, eye-hand coordination, exploration of the mediums of starch and tissue paper, and language acquisition.

****The dove is a symbol of peace through out the world.*

Roots, Rights, & Responsibilities Class — Session #12

COOPERATIVE FAMILY CHAINS

1. DIRECTIONS:

- a. Pick out colored paper strips.
- b. Together with your child, decorate one strip for each member of your family.
- c. Create a chain with your strips by stapling or taping them into linking circles.
- d. Write one or more of the rights you can remember learning during class on the back of a link. Ask your child which right he or she remembers and would like you to write on a link.
- e. At circle time we will join with other families in the class to make one long chain.

2. THINGS TO NOTICE AND DISCUSS:

- a. What colors of paper do you want to use?
- b. How will you decorate each paper strip?
- c. How many in your family? In other families?

3. PARENT NOTE:

This activity is also designed to encourage growth in self-concept, language skills, small motor development, and hand strength.

****The paper chain is a symbol of the connections we have with each other—as individuals, as a family, and with the world.*

Roots, Rights, & Responsibilities Class — Session #12

BLOCKS

1. DIRECTIONS:

- a. Notice the blocks with your child.
- b. Ask your child how they would like to play with these items.
- c. Follow your child's lead in a play theme.
- d. Join with others to build and create structures, designs, and/or dramatic play props.
- e. Have fun together.

2. THINGS TO NOTICE AND DISCUSS:

- a. How will we play with these blocks?
- b. You have the freedom to play with these toys. What might your responsibility be?

3. PARENT NOTE:

****Blocks provide an opportunity for small and large muscle development, for creative problem solving, and for cooperative decision making through the medium of play.*

APPENDIX C

Raising Children With Roots, Rights & Responsibilities

Human Rights Action Step Journal

for all adult participants

Session 1

1. **Family actions:**
   - * Dream about your vision for yourself and your children.
   - * Decide on one thing you can do to move toward your dream.
   - * Make a list of the barriers you have to overcome in realizing your dream.
   - * Remind yourself about what helps motivate you to keep striving toward your vision.
   - * Tell your child(ren) your personal life stories. Think of a time when you stood up for your own rights. Describe the difficulties of taking that action to your child. Think of a time when another person stood up for you or your dream; tell your child(ren) the impact of that action.
   - * Read a book to younger children about parents taking care of their children, and assure your child that parents always want to do their best to guide and protect their children. Remind your child that there are other people in the community that help make sure children are taken care of and kept safe. With your child make a list of those community people. Some possible books: *Momma Do You Love Me?* and *Dreamcatcher.*
   - * Read a book to school-age children about slavery in the United States, and discuss the differences between the rights of the children of slaves and the rights children have in a free society. A possible book title: *Follow the Drinking Gourd.*

2. **Neighborhood or community actions**
   - * Congratulate your neighborhood service providers on the good job they are doing for you and your family (child care provider, mail carrier, milk delivery person, fire fighter, grocer, librarian, neighborhood safety house, neighborhood block leaders, etc.)
   - * Create a note card with your child's art, and use for a thank-you card to your neighbors.

3. **Larger society actions:**
   - * Find out who your local government representatives are (council person, mayor, senator, or representative, etc.) and post their names and positions on your refrigerator.
   - * Find out if or how these public servants are representing you on issues of importance to you (schools, child care, housing, taxes, etc.).
   - * Call, write, or visit your local representative and tell him or her whether you think your political concerns are being well represented.
   - * Let your child know about your political concerns and the actions you are taking to address them.

Session 2

1. **Family actions:**
    * Make a family *Human Rights Agreement*. Hold a *Family Peace Circle* (see Handout #2b from Session 2). Go around the circle, each person saying one right they'd like to have in the family (how they'd like to be treated). List everyone's contributions. People will have rights specific to themselves. Everyone has to be able to agree to anyone's right, but often these rights will correspond to a responsibility. For example, the "right to have time to myself" might go with the responsibility "to be present and not to withdraw when someone in the family has an important emotional or physical need." When you think you're done, read each idea aloud and ask if anyone disagrees with it. If anyone disagrees, it gets crossed out or modified. Take time to refine ideas through modifying and brainstorming. Make a final list of the rights and responsibilities the entire family agrees to honor. Have a signing ceremony.
    * Display and reflect on the daisy you have made.
    * Ask your child which part of their being is affected when they watch TV? Read a book? When they play with a friend? Ride their bike? Play in the sand? Create a sidewalk drawing?
    * Think of the members of your family. Is there something you can do to provide water or sunshine for them this week, that is, how can you nurture them like we must nurture our daisies?
    * Talk to your partner about how you help each other attain your personal goals and how you work together to raise your child as a whole person.
    * Take your child to an art museum, play, science museum, or other cultural event in your community.

2. **Neighborhood or community actions:**
    * Decide when and how you will become involved in your community.
    * Visit a school a near you and find out if they are giving children a well-rounded education according to the nine aspects of human experience.
    * Contact the school board members to thank them or inquire about issues you have.
    * Volunteer at a school. Join the parent advisory organization.

3. **Larger society or political actions:**
    * Read great speeches from the leaders of today or yesteryear.
    * Use your talents to volunteer at home or abroad.

Session 3

1. **Family Actions:**
    * Attend a major festivity in your own culture or religion with your child. Talk about meaning of cultural/religious objects with your child. How did this object become a symbol in your particular faith or culture? How was this festivity important to those people who have lived before our time? How do we want to incorporate our own faith and culture into our everyday life?
    * Tell about how we are all unique, special, and precious in our own way, within our own

family. How are we different? How do we try to bring out and accept what is different and special in each of us?

* Read a story that celebrates someone's personal or cultural difference with your child.
* When you go shopping at the grocery store or local shopping mall, notice the wonderful differences in people around you (e.g., teenagers, senior citizens, babies, all different colors of skin, different hairstyles and colors of hair, quick moving people, slower moving people, all different sizes of people, different genders, some wearing glasses, some not wearing glasses, some using a wheelchair, etc.).
* Discuss with your child the joy of our being so completely different. People are different both within and outside our own family. Celebrate our differences.

2. **Neighborhood or Community Actions:**
   * Eat in a restaurant with your child that is reflective of a country or culture very different than you own culture. Discuss with your child all that you noticed at that particular restaurant.
     * What sticks in your memory after the experience?
     * What food item would you like to try to prepare at home?
     * What cultural objects did you notice in the restaurant?
     * What are the meanings of the objects you noticed? Show your child on a map where the country is located. Find out more about that particular culture with your child.
   * Visit someone who resides in a local nursing home or senior citizen residence with your child. Bring flowers, a poem, greeting card, or sing a song together. Talk about what you enjoy in this person. Ask him or her to remember a favorite experience and share a story from your own life.
   * Help someone that is physically limited in your neighborhood get some household projects done or invite them to share some time with your family.
   * Attend with your child a religious or cultural ceremony that is different than your own. If possible, try to attend a major feast such as Passover Seder, Cinco de Mayo, Wedding, Easter, Baptism, Bar Mitzvah, Kwanza Celebration, Ramadon, Hmong New Year, Juneteenth Celebration, Pow-Wow, etc. Find out the meaning of the ceremony and why it is important to the people who celebrate it.
   * Volunteer to deliver meals to people in their homes. Locate a local organization such as "Meals on Wheels" and offer to provide transportation or volunteer your time at a local hospital, food shelf, or homeless shelter.

3. **Larger Society or Political Actions:**
   * Show your child where they live on a globe. Ask your child to name other countries they know about. Find them on the globe.
   * Participate in a global organization such as American Field Service (AFS) or Youth for Understanding which pair individual families with students from other countries for short or long-term visits in your home.
   * Become involved in worldwide organizations such as Amnesty International, United Nations Association, or OXFAM, in an effort to improve human rights inequities for people around the world.
   * Visit various communities that showcase their culture (Indian Reservations, Amana Colonies in Iowa) or travel to a small town or section of a big city that is reflective of a particular cultural origin (Little Italy or Chinatown in New York City).

- Sponsor a child or a family through an international child-welfare agency.
- Discuss different worldwide conflicts that are on-going between various peoples. Describe to your child how these conflicts originated. What are some conflicts in our own lives? Share ideas with your child about ways you can prevent similar conflicts in our day-to-day experiences.
- Join a pen pal organization uniting children across the globe.
- Involve your child in a dance group or other cultural activity that reflects a facet of your family's country of origin.
- Become politically involved in doing whatever you can to ensure an equitable world for all people. Read the newspaper to stay informed on national and global issues and human rights. Find ways to become involved.

Session 4

1. **Family actions:**
   - Have a neighbor or friend take a snapshot of your family. Help your child decorate a frame for the photo and post it on the family bulletin board or refrigerator.
   - Sing a song with your children (e.g., "America, The Beautiful," "The Star Spangled Banner," and tell your child the story of these songs).
   - Teach your child the "Pledge of Allegiance."
   - Tell your child your name story. Tell the story of how you named your child and explain why you chose that name.
   - Make a family scrapbook.
   - Make an *I Am Special* scrapbook for each of your children. Print their name in bold letters on the cover.
   - Read your child's baby book to him or her and tell his or her birth story. You can begin your story: "On the day you were born. . . ."
   - Consider this week how you will help your child to feel proud of their country.
   - Find a map of the world or globe and help your child find America.
   - Make a book about your ancestry. Have grandparents and extended family write or tell something they know or remember.
   - Visit, in person or in a library book, the places that have special significance for your family.
   - Teach your children to address other people respectfully and appropriately.

2. **Neighborhood or community actions:**
   - Visit your state capitol building, local monuments, or historical markers with your child.
   - Find out about your own neighborhood (town or city) history.
   - Visit your state or local historical society. Tell your child some special or significant events that shaped your neighborhood or town in earlier times.
   - Visit a local cemetery with your child, and look for names and dates from eighty-plus years ago. Discuss the importance of people who lived before us and how they helped shape what we experience today.

3. **Larger society or political actions:**
    * Write a letter with your child or as a family to the President of the United States or a legislator and tell them what you value about the United States of America.
    * Have a party or celebration on July 4th. Explain why this holiday is celebrated. Borrow a library book about Independence Day and read it to your child.
    * Make a large "Old Glory" out of fabric or paper with your child. Color it red, white and blue together. Hang it up for the month of July. Teach your child about what our flag represents.
    * Remember other national holidays (e.g., Veterans' Day, Memorial Day, Labor Day, President's Day, Martin Luther King Day). Describe their meaning to your children.
    * Remember the women and men who helped to build the United States. Borrow a library book about their contribution. (Consider people of races, cultures, and parts of the country different from your own.) Discuss with your child what makes a hero.

Session 5

1. **Family actions:**
    * Check to make sure your children's immunizations are up to date.
    * Learn about the food pyramid and serving meals according to your budget.

2. **Neighborhood or community actions:**
    * Visit the homeless shelter and volunteer to help out.
    * Help serve a meal at your local shelter.
    * Organize a clothing or food drive for the homeless.
    * Join a community volunteer work group (e.g., repairing homes of the elderly).

3. **Larger society or political actions:**
    * Hold our elected leaders accountable for their responsibilities to safeguard the future of America's children.
    * Work for ratification of the *Convention on the Rights of the Child.*

Session 5:

CONTRACT WITH THE CHILDREN OF THE UNITED STATES OF AMERICA

(Adapted from: Contract with America's Children)

THESE ARE THE PROMISES WE MAKE TO AMERICA'S CHILDREN:

1. **Children first.**
   We promise to consider children's needs and well-being first and foremost in evaluating health and welfare reforms, or any other national policy.
2. **Healthy children.**
   We promise to ensure that all children get the basics they need to grow up healthy.
3. **Capable children.**
   We promise all children the chance to realize their potential, and we expect all parents to join in the promise by becoming active partners in their child's education.
4. **Safe Children.**
   We promise to reduce the exposure of children to violence — on television, on our streets, and in our homes — and to educate the public about the risks of firearms.
5. **Families Together.**
   We promise to support marriage, help families stay together, and help young people understand the responsibility of parenting.
6. **Working Families.**
   We promise to help working families stay out of poverty.
7. **Fair chance.**
   We promise to support a family's efforts to get ahead by making sure that continuing education and job training are available to people of all means.
8. **Value Youth.**
   We promise to provide young people with places to go and things to do that will help them become responsible members of our society.
9. **Community Responsibility.**
   We promise to do our part in our own communities to support all children's healthy development.
10. **Leadership Accountability.**
    We promise to hold our elected leaders accountable for their responsibilities to safeguard the future of America's children.

Signature: ________________________________

YES !
_____Add my signature to the Contract with America's Children.
Send this contract to your congressional representatives or to this address:
America's Children, c/o Children Now, 1212 Broadway, Suite 530, Oakland, CA 94612.
For more information, please call: 1-800-CHILD-44

Session 6

1. **Family Actions:**
   - * Read books that have individuals with disabilities as main characters (see book list in this session). Ask your child to try to identify with the special circumstances of the characters in the story: imagine you would not be able to use your eyes or use your ears or legs.
   - * Explain the "No Parking" and "Handicapped Parking Only" signs to your child. Ask your child why those parking spaces might be located close to the entrances to buildings. Explain the reasons why public buildings are equipped with ramps and elevators, and why public meetings or events often hire a person to sign the speech or lecture.
   - * Visit a local occupational therapy center or hospital department that provided training in adaptive equipment. Ask the staff to show and tell you why and how it is used. Or ask a occupational therapist or a physical therapist visit you.
   - * Children and parents trace their hands and write on the outline an act of kindness or justice that they do during the week. Then cut out and place the hands on the refrigerator or a bulletin board. You can add additional acts each week until all the fingers and the palm are full! This encourages children to perform these acts.

2. **Neighborhood or community actions:**
   - * If you (as a group) found any problems for the physically disabled in your building, what will you do to advocate for those who need things? Write a letter? Make a phone call? Petition the building management, the city clerk? Contact an advocacy group? Do one.
   - * Take a walk around the neighborhood with your child. What can you notice about accessibility or convenience to people with physical limitations?
   - * Find out which organizations in your community provide refugee services or services for families in need. What services are available? How do families new in the community access those services? How are the children in these circumstances affected?

3. **Larger Community or political actions:**
   - * Advocate for improved regulations and governance of these issues. Become politically involved in doing whatever you can to ensure an equitable world for all people. Read the newspaper to stay informed on national issues regarding children in special circumstances.

Session 7

1. **Family Actions:**
   - * Listen to and talk with your children.
   - * Immunize your children.
   - * Use the *Convention on the Rights of the Child* to support and encourage your own inner convictions about raising your children.
   - * Visit a nearby McGruff Safe House. You may want to find out how to become one. Look for the McGruff Safe House Program under your Community Crime Watch / Prevention unit, or call your neighborhood police station for more information on this nationwide program.

2. **Neighborhood or community Actions:**

* Start a community crime watch or join an existing one.

- Share the *Convention on the Rights of the Child* document with a neighbor or friend

3. **Larger Society or Political Actions:**
   - Join the State Association for Human Rights.
   - Join UNICEF or another international human rights organization.

Session 8

1. **Family actions:**
   - Consider this week how you will help your child feel positively toward learning.
   - Sing the songs you learned at school this week.
   - Help your child feel good about his or her growth in language, memory, problem-solving ability, physical skills, and self-help skills.
   - Celebrate your child's growth and accomplishments in some way.
   - Tell your child a story about your first day at school, your favorite teacher, or your greatest accomplishment.
   - Go visit a school in your neighborhood. See what the students do in school. Talk about what the kids are learning at school.
   - Play with your child. Pretend together. Have a tea party or an indoor picnic.

2. **Neighborhood or community actions:**
   - Sing up to coach a sports team at a neighborhood park or recreational organization.
   - Work with Big Brothers or Big Sisters organizations.

3. **Larger society or political actions:**
   - Legislative advocacy for education

Session 9

1. **Family actions:**
   - Consider this week how you will enhance your child's development through your guidance in play.
   - This week, try out at least two new ideas that will encourage growth for your parenting or development in your child.
   - Discuss with other adults who are involved with your child (e.g., grandparents, child care providers, etc.) a particular positive aspect of how your child learns through play.
   - Make a "play date" just for you and your child.

2. **Neighborhood or community actions:**
   - Join or start a neighborhood team (e.g., baseball, soccer, chess, Yahtzee, dance, gymnastics, volleyball, etc.).
   - Obtain bubbles or side-walk chalk and use them in your front yard or sidewalk.

3. **Larger society or political actions:**
   - Brainstorm ideas for this area.

Session 10

1. **Family actions:**

* Read a story to your child of a hero, who used his or her talents, time, and commitment to make a difference to a child or to children.

* Talk to your child about some of the benefits of living in United States and why it is a good place to live and grow up.

2. **Neighborhood or community actions:**

* Keep the list of problems and solutions you made in your small group. Think about how you might be able to follow up on your idea for dealing with that problem. Could you call your local legislator, neighborhood organization, or neighbor? Could you volunteer at your child's school? Share your idea with someone else.

* Get involved in your community to work on a children's issue.

3. **Larger society or political actions:**

* Lobby for change in treatment of children and for the ratification of treaties like the *United Nations Convention on the Rights of the Child.*

Session 11

1. **Family actions:**

* Remember your childhood in relation to the *United Nations Convention on the Rights of the Child* articles, Gibran's poem, and the kite activity.

* Reflect on a time when you had an opinion as a child and how you were supported or not supported in your efforts to express yourself.

* Reflect on a time when you disagreed with an authority and how you were treated.

2. **Neighborhood or community actions:**

* Write an editorial in the community paper about the *United Nations Convention on the Right of the Child*.

* Encourage or advise neighborhood children in publishing their own newspaper

* Do a survey or interview an adult about the differences between their childhood experiences and your own.

3. **Larger society or political actions:**

* Become involved with Amnesty International

* Support UNICEF, human rights associations, or the United Nations.

* Write to your legislator and the president to encourage ratification of the *United Nations Convention on the Rights of the Child.* Help your child write a letter, also.

Session 12

Brainstorm the action steps you can do because this is both the last week of this class the beginning of the next phase of your journey.

1. **Family actions:**

* Talk about and discuss with those around you the goals of the *Convention on the Rights of the Child.*

* Congratulate your child when he or she is able to see a situation or a problem from another viewpoint.

2. **Neighborhood or community actions:**

* Role model peaceful solutions to problems.

* Help others understand and behave in a peaceful, tolerant way.

3. **Larger society or political actions:**

* Write letters, make phone calls, publish articles about and in support of the *Convention on the Rights of the Child.* Talk about it with people you know.

APPENDIX D

UNIVERSAL DECLARATION OF HUMAN RIGHTS

(Abbreviated)

Now, therefore, THE GENERAL ASSEMBLY proclaims this Universal Declaration of Human Rights as a common standard of achievement to all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms:

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty, Personal Security
Article 4	Freedom from Slavery
Article 5	Freedom from Torture, & Degrading Treatment
Article 6	Right to Recognition as a Person before the Law
Article 7	Right to Equality before the Law
Article 8	Right to Remedy by Competent Tribunal
Article 9	Freedom from Arbitrary Arrest, & Exile
Article 10	Right to Fair Public Hearing
Article 11	Right to be considered innocent until proven Guilty
Article 12	Freedom from Interference with Privacy, Family, Home and Correspondence
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum from Persecution in other Countries
Article 15	Right to a Nationality and Freedom to Change It
Article 16	Right to Marriage and Family
Article 17	Right to own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information
Article 20	Right of Peaceful Assembly and Association
Article 21	Right to Participate in Government and in Free Elections
Article 22	Right to Social Security
Article 23	Right to Desirable Work and to join Trade Unions
Article 24	Right to Rest and Leisure
Article 25	Right to Adequate Living Standard
Article 26	Right to Education
Article 27	Right to Participate in the Cultural Life of Community
Article 28	Right to Social Order assuring Human Rights
Article 20	Community Duties essential to Free and Full Development
Article 30	Freedom from State or Personal Interference in the above Rights

APPENDIX E

WORDS TO SONGS

Session 1

"The More We Get Together"

Finger Plays and Songs for Preschoolers from the University of Minnesota Lab School; See Lynn Galle at the Institute of Child Development

The more we get together, together, together;
The more we get together, the happier we'll be.
'Cause your friends are my friends, and my friends are your friends.
The more we get together, the happier we'll be.

"Special is Each One"

To the tune of Row, Row, Row Your Boat, New words by Julie Penshorn, 1997

Special is each one, every color too.
Together we celebrate me and you, celebrate me and you.

"The Sharing Song"

RAFFI Singable Songbook, pg 76. Words and music by RAFFI. 1976 Homeland Publishing
(CAPAC) Chappell Music Company Limited.)

Chorus:
It's mine, but you can have some.
With you I'd like to share it.
'Cause if I share it with you
You'll have some, too.

If I have a cake to eat;
If I have a tasty treat;
If you come to me and ask
I'll give some to you.

Chorus

"Love is Something"

traditional Christian song

Chorus:
Love is something if you give it away, give it away, give it away.
Love is something if you give it away.
You end up having more.

It's just like a magic penny.
Hold it tight and you won't have any
Lend it, spend it, you'll have so many,
They'll roll all over the floor.

Session #2

"If You're Happy and You Know it"

Copyright 1985 Ardee Music Publishing Inc. Printed in The Reader's Digest Chidren's Songbook

If you're happy and you know it clap your hands (clap, clap).
If you're happy and you know it clap your hands (clap, clap).
If you're happy and you know it then your face will surely show it,
If you're happy and you know it clap your hands (clap, clap).

Additional Verses:
2. If you're sad and you know it, shed a tear (sniff, sniff) . . .
3. If you're weary and you know it, heave a sigh (whee-hoo) . . .
4. If you're joyous and you know it , shout "Hooray"! (Hoo-ray!) . . .

"Head, Shoulders, Knees and Toes"

Author Unknown. Found in *Wee Sing and Play*, Pamela Conn Beall and Susan Hagen Nipp, Price/Stern/Sloan Publishers, Los Angeles

Head, shoulders, knees and toes, knees and toes. (Repeat 2 times)
Eyes and ears and mouth and nose,
Head shoulders knees and toes, knees and toes.

"This Little Light of Mine"

Traditional, Christian origin

This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine.

Additional Verses:
2. We've got the light of freedom, We gotta let it shine.
3. Everywhere I go, I've gotta let it shine.

Session #3

"Looking Under the Mask"
Looking under my mask, who do I see?
I see _____ looking at me.
Hello _____

"Punchinello"
What can you do Punchinello, friendly fellow ?
What can you do Puncinello, friendly you?

"Shake Hands With Friends"

by Ella Jenkins

(Sing this as you go around the circle shaking everyone's hand. Repeat the verse until you have shaken everyone's hand.)

Shake hands with friends and say, "hello,"
Shake hands with friends and say, "hello,"
Shake hands with friends and say, "hello,"
I hope that we can be friends today.

Session #4

"Name Chant"

(_____) is here today! (_____) is here today! (_____) is here today! Yeah!

"Stand Up Tall"

This is an adaptation of a traditional song. Origin unknown.

If your name is ______ stand up tall. (3 times)
Now everybody stand up tall.

"This Land is Your Land"

Words and music by Woody Guthrie, copyright 1956,1958,1970 Ludlow Music, Inc. New York, NY International copyright, all rights reserved. Used by permission.

This land is your land; this land is my land.
From California to the New York Island,
From the Redwood Forest to the Gulf Stream waters,
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me that endless skyway.
I saw below me that golden valley.
This land was made for you and me.

I've roamed and rambled, and I followed my footsteps,
To the sparkling sands of her diamond desserts
And all around me a voice was sounding,
This land was made for you and me.

When the sun came shining and I was strolling,
With the wheat fields waving and the dust clouds rolling,
As the fog was lifting, a voice was chanting,
This land was made for you and me.

Nobody living can ever stop me
As I go walking that freedom highway
Nobody living can make me turn back
This land was made for you and me.

Color Flag Game: "Colors"

From Hap Palmer record: *Learning Basic Skills Through Music*, AR 514 Vol. 1. Original words and music by Hap Palmer (Use red, green, blue, and yellow paper flags. Each participant gets one.)

Chorus:
This is a song about colors (colors). You see them all around.
There is red on a stop sign, green on a tree, blue in the sky and sea.

This is a song about colors (colors). You see them all around.
It's about the happiest song in town.
All you have to do is stand up and sit down.
All you have to do is stand up and sit down.

Red stand up, blue stand up, green and yellow stand up.
Red sit down, blue, sit down, green and yellow sit down.

Chorus

Session #5

Found in *Wee Sing, Children's Songs and Fingerplays* by Pamela Conn Beall and Susan Hagen Nipp, Price Stern Sloan Publishers, Los Angeles, 1981. This is an adapted version.

"Little Cabin in the Woods"

In a cabin in the woods (place index fingers to each other and thumbs to each other to make a cabin).
Little man by the window stood (place hand over your eyes and look about).
Saw a rabbit hopping by, knocking on his door (use two fingers held up for rabbit ears, and hop them along, then knock in air).
"Help me! Help me! Help!" he said, "for the rain is on my head" (throw hands up in the air on each "Help").
"Little rabbit come inside, warm by fireside" (motion to come, then cradle arms and rock them).

"Little Turtle"

Found in *Clap Your Hands Finger Rhymes* by Sarah Hayes and Toni Goffe, Lothrop, Lee and Shepard books, New York, 1988. This is a Mother Goose nursery rhyme.

I have a little turtle. He lives in a box.
He swims in the puddle and he climbs on the rocks.
He snapped at the minnow, he snapped at the flea,
He snapped at the mosquito, and he snapped at me.
He caught the minnow, he caught the flea,
He caught the mosquito, but he didn't catch me!

"Houses"

This is a nursery rhyme. Origin unknown.

This is a nest for the bluebird (cup hands, palms up).
This is a hive for the bee (put fists together palm to palm).
This is a hole for the bunny rabbit (make a "hole" with fingers).
And this is a house for me (put fingertips together to make a peak).

"Apples and Bananas"

From *One Light One Sun* album (or cassette) by Raffi. All songs arranged by Raffi. Management:
Original Artists/Linda Goldstein, 60 West 58th Street, Suite 9188, New York, NY 10019.)

I like to eat, eat, eat apples and bananas. . .
I like to eat, eat, eat apples and bananas. . .
I like to ate, ate, ate ayples and banaynays. . .
I like to eet, eet, eet, eeples and baneenees. . .
I like to ite, ite, ite iples and baninis. . .
I like to ote, ote, ote oples and banonos. . .
I like to ute, ute, ute uples and banunus. . .

"Peanut, Peanut Butter"

Origin not found.

Peanut, peanut butter - Jelly!
Peanut, peanut butter - Jelly!
First you take the peanuts and you crunch 'em, crunch 'em you crunch 'em, crunch 'em, crunch 'em.

Peanut, peanut butter - Jelly!
Peanut, peanut butter - Jelly!

Then you take the peanuts and you spread 'em, spread 'em, you spread 'em, spread 'em, spread 'em.
Peanut, peanut butter - Jelly!

Then you take the berries and you pick 'em, pick 'em, you pick 'em, pick 'em, pick 'em.
Peanut, peanut butter - Jelly!

Then you take the berries and you smash 'em, smash 'em, you smash 'em, smash 'em, smash 'em.
Peanut, peanut butter - Jelly!

Then you take the berries and you spread 'em, spread 'em, you spread 'em, spread 'em, spread 'em.
Peanut, peanut butter - Jelly!

Then you take the sandwich and you eat it, eat it, you eat it, eat it, eat it.

Peanut, peanut butter - Jelly!

Session #6

"Here are Grandma's Glasses"

From *Wee Sing* by Pamela Conn Beall and Susan Hagen Nipp.

Here are grandma's spectacles (make circles around eyes with thumbs and second finger)
Here is Grandpa's cap (make hands come together in peak on top of head)
And this is how they fold their hands (fold hands)
And lay them in their lap (lay hands in your lap).

"You Gotta Sing"

Traditional. See RAFFI *Singable Songbook*, p. 100.

You gotta sing when your spirit says sing,
You gotta sing when your spirit says sing,
When your spirit says sing, you gotta sing right along,
You gotta sing when your spirit says sing.

Additional Verses:

You gotta shout when your spirit says shout. . .
You gotta wiggle when your spirit says wiggle. . .
You gotta shake when your spirit says shake. . .
You gotta dance when your spirit says dance. . .
You gotta sing when your spirit says sing. . .

"Skin-a-ma-rink"

Adapted: Found in print in *Wee Sing Children's Songs and Fingerplays* by Pamela Conn Beall and Susan Hagen Nipp. Price/ Stern/ Sloan, Los Angeles, 1981.

Skin-a-ma-rink, a dink, a dink.
Skin-a-ma-rink, a doo.
I love you.
Skin-a-ma-rink, a dink, a dink.
Skin-a-ma-rink, a doo.
I love you.
I love you in the morning
and in the afternoon
I love you in the evening
Underneath the moon.
Oh, skin-a-ma-rink, a dink, a dink.
Skin-a-ma rink, a doo.
I love you!

Session #7

Vivala Company

Wee Sing Singalongs by Pamela Conn Beall and Susan Hagen Nipp, Price/ Stern/ Sloan, Los Angeles, 1990.

Chorus
Vivala, vivala, vivala more. Vivala, vivala, vivala more.
Vivala vivala, vivala more. Vivala company!

Verses
Let every good fellow now join in our song.
Vivala company.
Success to each other and pass it along
Vivala company.

Chorus

A friend on your left and a friend on your right
Vivala company.
In love and good fellowship let us unite
Vivala company.

"Bluebird, Bluebird, Go Through My Window"

Wee Sing and Play by Pamela Conn Beall & Susan Hagen Nipp, p. 26)

Bluebird, Bluebird, go through my window (3 times)
Oh, Johnnie what a day.
Choose a partner and tap her on the shoulder (3 times)
Oh, Johnnie what a day.
(Repeat until all children are going in and out the "windows".)

Session #8

"Cobbler, Cobbler, Mend My Shoe"

Wee Sing and Play by Pamela Conn Beall & Susan Hagen Nipp.

Cobbler, Cobbler, mend my shoe
Mend it up by half past two.
Mend it up and mend it down
Have it done when I come back from town.
(Pass a shoe around the circle behind your back with eyes closed. When rhyme is completed, at "back from town," a designated person guesses who has the shoe. If person guesses correctly, that person gets to begin the next turn. If guess is incorrect, the person who has the shoe begins again.)

"Ring Around the Rosie"
Traditional

Ring around the rosie, a pocket full of posies
Ashes, ashes, all fall down.
Cows in the meadow, eating butter cups
Ashes, ashes, all stand up.

"Pat-a-Cake"
Traditional

Pat-a-cake, pat-a-cake, baker's man
Bake me a cake as fast as you can.
Pick 'em, pat 'em, mark 'em with a B
Throw 'em in the oven for baby and me.

Session #9
"Pease Porridge Hot"
Traditional. Found in *Wee Sing and Play*, p. 58.

Peas porridge hot, peas porridge cold
Peas porridge in the pot, nine days old.
Some like it hot, some like it cold
Some like it in the pot nine days old.

"Miss Mary Mack"
Found in *Wee Sing and Play* by Pamela Conn Beall and
Susan Hagen Nipp, p. 61)

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.

She asked her mother, mother, mother for fifty cents, cents, cents --
To see the elephant, elephant, elephant, jump the fence, fence, fence.
He jumped so high, high, high, He reached the sky, sky, sky
And he didn't come back, back, back, 'til the fourth of July, ly, ly.

Session #10
"London Bridge"
London bridge is falling down, failing down falling down,
London bridge is falling down, my fair lady

Verses:
2. Take a child and hold her tight, hold her tight, hold her tight.
3. Take a child and hold him tight, hold him tight, hold him tight.
4. Take a child and give her love, give her love, give her love.

5. Take a child and give him love, give him love, give him love. . .

"Every Little Soul Must Shine"
Mr. rabbit your ears are mighty long.
Yes, my Lord. They were put on wrong.
Every little soul must shine, shine.
Every little soul must shine alone.

Mr. Rabbit, Mr. Rabbit, your tail is mighty white.
Yes, my Lord. They're out of sight.
Every little soul must shine, shine.
Every little soul must shine alone.

Mr. Rabbit, Mr. Rabbit, your coat is mighty grey.
Yes, my Lord. It was made that way.
Every little soul must shine, shine.
Every little soul must shine alone.

Session # 11
"All for Freedom"
Sweet Honey In The Rock, *All For Freedom*, album.
(to the tune of "She'll Be Comin' 'Round the Mountain")
If you're all for freedom clap your hands.
If you're all for freedom clap your hands.
If you're all for freedom, if you're all for freedom, if you're all for freedom, clap your hands.

"Follow the Drinking Gourd"
In *Follow the Drinking Gourd*, by Jeanette Winter, The Trumpet Club, New York, 1988)

Chorus:
Follow the drinking gourd
Follow the drinking gourd.
For the old man is a-waitin' for to carry you to freedom
If you follow the drinking gourd.
When the sun comes back, and the first quail calls,
Follow the drinking gourd.
For the old man is a waiting for to carry you to freedom,
if you follow the drinking gourd.

Repeat chorus:
The riverbank makes a very good road,
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the drinking gourd.

Session # 12
"What A Wonderful World"
by Louis Armstrong, found on Louis Armstrong Greatest Hits, George David Weiss. Bob Thiele, Herald Square Music, Inc. on behalf of Range Road Music, Inc. and Quartet Music, Inc. ASCAP

I see trees of green; red roses, too.
I've seen them bloom for me and you.
And I think to myself, "What a wonderful world."
I see skies of blue and clouds of white.
The bright blessed day, the dark sky, "Good Night."
And I think to myself, "What a wonderful world."
The colors of the rainbow, so pretty in the skies,
Are also in the faces of people going by.
I see friends shaking hands, saying, "How do you do."
They're really saying, "I love you."
I hear babies cry; I've watched them grow.
They've learned much more than I'll ever know,
And I think the myself, "What a wonderful world"
Yeah, I think to myself, "What a wonderful world."
OOOHYeah!

APPENDIX F

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APPENDIX G

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APPENDIX H
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HUMAN RIGHTS EDUCATION SERIES

Topic Book 2

RAISING CHILDREN WITH ROOTS, RIGHTS & RESPONSIBILITIES

Celebrating the UN Convention on the Rights of the Child

BY LORI DUPONT, JOANNE FOLEY & ANNETTE GAGLIARDI

ABOUT THE HUMAN RIGHTS EDUCATION SERIES

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The Human Rights Education Series editor is Nancy Flowers.

ABOUT THE AUTHOR

Lori DuPont, Joanne Foley, and **Annette Gagliardi** are all licensed parent educators and have worked in Minneapolis Early Childhood Family Education for more than ten years each. They have inspired students, educators, child advocates, and parents to celebrate children's human rights and responsibilities as an integral part of helping children develop to their full potential.

ABOUT THE BOOK EDITOR AND DESIGNER

Julie Penshorn is Co-Director of Growing Communities for Peace, which seeks to expand, support and celebrate peace and justice in everyday living.

ABOUT THE PUBLISHERS

The Human Rights Resource Center at the University of Minnesota facilitates human rights education and effective practices by individuals, organizations, and others working at the grass-roots level to advocate for human rights.

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